A

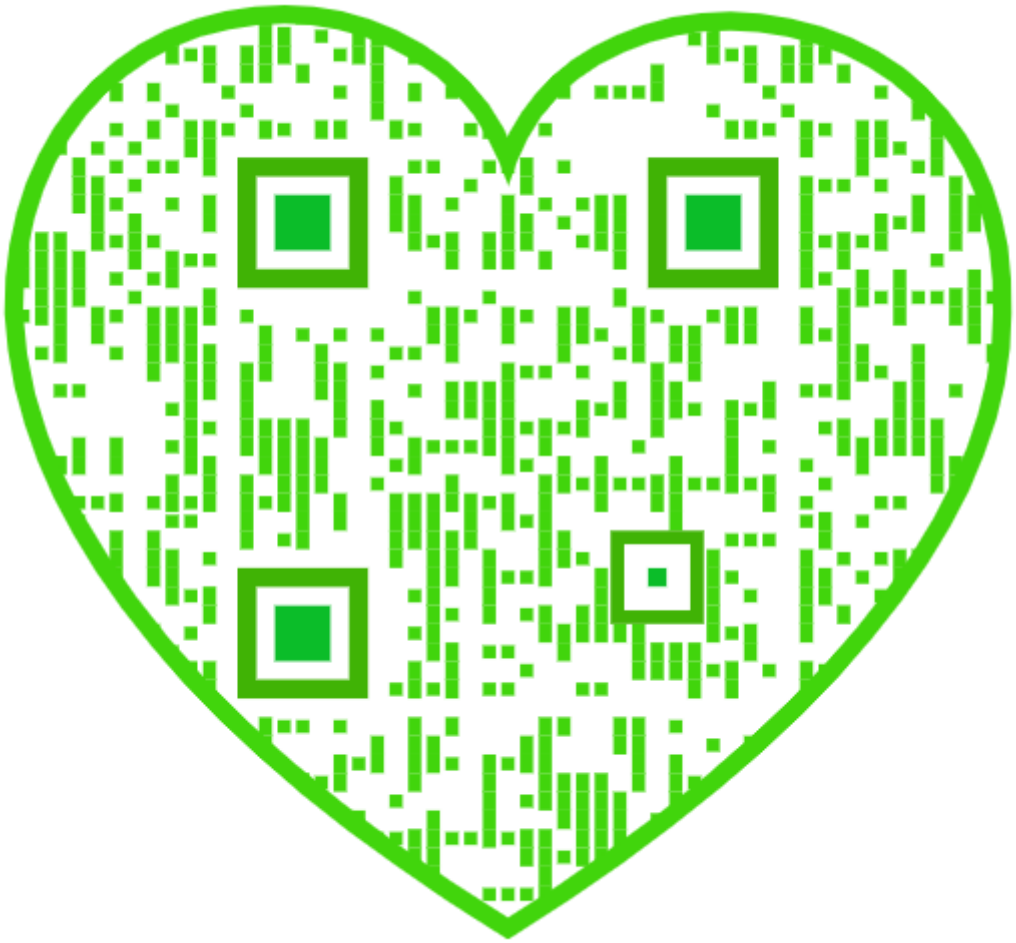
PRIMARY

ENGLISH GRAMMAR,

ADAPTED TO ORAL TEACHING.

By JONATHAN BADGLEY.

NEW YORK:
PUBLISHED BY THE AUTHOR.
FOR SALE BY ROBERT RUTTER,
82 BEEKMAN STREET.
1876.



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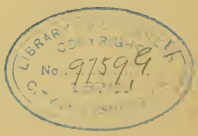

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PREFACE.

IN making this little book, I have regarded the pecuniary interest of parents, as well as the benefit of their children and the convenience of teachers. It contains all that is necessary for beginners, and much that may be made useful to older pupils who have spent considerable time in studying English grammar.

Teachers will find it very convenient in giving oral instruction. It is, indeed, a representation of actual oral teaching; and it will save them a great deal of time and labor, if they let their pupils study it carefully and drill themselves in each exercise very soon after they are taught orally, so that they will not forget what they hear.

It teaches one thing at a time, advancing gradually from the easy to the difficult, and thus avoids confusing the learner. It is chiefly confined to etymology and syntax; which are clearly explained in familiar discourse. It contains models for parsing every part of speech in all its variations, and sufficient exercises in false syntax for young grammarians.

JONATHAN BADGLEY.

NEW YORK, *October, 1876.*

CONVERSATION I.

A GENERAL VIEW OF GRAMMAR AND THE PARTS OF SPEECH.

James.—How do we express our thoughts?

Mr. Smith.—We put words together, so as to make sentences; thus, "Birds fly. The sun shines. Good children obey their parents and teachers."

Such expressions are called sentences, because they make complete sense.

Grammar is the art of making correct sentences and showing the nature and use of all their parts.

It is divided into four parts; Orthography, Etymology, Syntax, and Prosody.

Orthography is the art of writing words correctly and showing the nature and use of letters.

Etymology is the art of classifying words correctly and showing all their variations and their derivation.

Syntax is the proper use of words in making sentences.

Prosody is the proper pronunciation of words and sentences; comprising orthoepy, elocution, punctuation, and versification.

ETYMOLOGY.

The parts of speech are the different sorts of words that we use in speaking and writing.

We have eight parts of speech; exclamations, nouns, pronouns, adjectives, verbs, prepositions, adverbs, and connectives.

EXCLAMATIONS.

To express our feelings, we use such words as O! ah! and fie! which are called exclamations.

An exclamation is a word abruptly uttered to express a strong or sudden impulse of feeling.

Inarticulate cries, groans, shrieks, screams, shouts, and yells, and vocal imitations of the sounds made by animals and inanimate things, are exclamations.

Pick out the exclamations in these sentences:

Ah! few shall part where many meet.

Emma.—Ah!

He dies—alas! how soon he dies!

Mary.—Alas!

O! what a beautiful morning!
Oh! could I point a place of rest!
Lo, what a glorious sight appears!
Hail, ye sighing sons of sorrow!
Hush! hark! what noise is that?
He saith among the trumpets, Ha, ha!
What! is the Douglas fallen so low?

Adieu, adieu! my native shore
Fades o'er the waters blue.

NOUNS.

Mr. S.—Tell me the names of what you see in this room.

Ruth.—Doors, windows, seats, desks, inkstands.

Mr. S.—What did you see on your way to school?

William.—Stones, trees, grass, flowers, bees, birds.

Mr. S.—Tell me the names of a few things that you can think of but cannot see.

Henry.—Life, death, faith, hope, charity.

Mr. S.—Such words as these are called nouns.

A noun is the name of something that we can see or think of.

A noun will generally make sense with *my* before it. Try a few words and see.

Thomas.—My life, my live; my faith, my faithfully. *Life* and *faith* are nouns, but *live* and *faithfully* are not nouns.

Mr. S.—Select the nouns in these sentences:

Mary has a book and slate in her hand.

J.—Mary, book, slate, hand.

Wheat, rye, oats, and barley, grow in the fields.

Phebe.—Wheat, rye, oats, barley, fields.

Honor and shame from no condition rise.

Gilbert.—Honor, shame, condition.*

* After making easy sentences containing the names of persons and things that your pupils can see around them, and drilling them in picking out the nouns, read the following sentences, and let them select the nouns. If you keep their attention fixed on one thing at a time, and advance very gradually from the easy to the difficult, you will avoid confusion, and all your exercises will be lively, interesting, and instructive. They will soon be able to dis-

Apples, peaches, pears, and cherries, grow on trees.

My son, hear the instruction of thy father, and forsake not the law of thy mother.

Honor and majesty are before him: strength and beauty are in his sanctuary.

Who spread out this soft carpet of green grass beneath our feet? Who made these fragrant flowers so beautiful in form and color? Who clothed these plants and trees with green leaves, and adorned them with sweet blossoms? Who arrayed these fields with waving grain to furnish us with bread? Who made these little birds that fill the air with music? and the cattle on a thousand hills? Who spread the heavens above, and made the stars and planets shining there? Who made the sun and moon, and sent them on their journey from the chambers of the east, to cheer and gladden every living thing with light and heat? Who, but the Lord of life and glory, can produce a butterfly or rose, a creeping worm, a blade of grass, or one poor grain of corn?

There various news I heard of love and strife,
Of peace and war, health, sickness, death and life,
Of loss and gain, of famine and of store,
Of storms at sea, of travels on the shore,
Of prodigies, and portents seen in air,
Of fires and plagues, and stars with blazing hair,
Of turns of fortune, changes in the state,
The fall of favorites, projects of the great,
Of old mismanagements, taxations new:
All neither wholly false, nor wholly true.

---

tinguish any part of speech as fast as you can read a sentence. Never let your exercises drag; for rapid progress in learning, like a swift conveyance in traveling, suits the activity of the human mind. (See my "Inductive and Progressive English Grammar," page 33–66.)

PRONOUNS.

Mr. S.—"As Mary was going to school with Mary's slate in Mary's hand, Mary fell down and broke Mary's slate." Is this good language?

Francis.—No, sir. The frequent repetition of the same noun makes it very disagreeable. It should be, "As Mary was going to school, with her slate in her hand, she fell down and broke it."

Mr. S.—You have made a great improvement in this sentence by using *she* and *her* for *Mary*, and *it* for *slate*. What do we call such little words as *she*, *her*, and *it*?

Delia.—We call them pronouns, because they stand for nouns.

Mr. S.—Pronouns have no meaning of their own; they represent the nouns that they stand for.

A pronoun is a word that represents a noun.

Select the pronouns in these sentences, and tell me what they stand for.

Emma bought some peaches, and gave them to her sister.

P.—*Them* stands for *peaches;* and *her*, for *Emma*.

Boys, have you brought your books?

Nancy.—*You* and *your* stand for *boys*.

Girls, have you brought your books?

M.—*You* and *your* stand for *girls*.

Joseph saw his brethren, and he knew them.

E.—*His* and *he* stand for *Joseph;* and *them*, for *brethren*.

The man who is the lord of the land spake roughly to us, and took us for spies of the country. And we said unto him, We are true men.

R.—*Who* and *him* stand for *man;* and *us* and *we*, for *brethren.*

Joseph said unto his brethren, Come near to me, I pray you. And they came near.

J.—*His*, *me*, and *I*, stand for *Joseph;* and *you* and *they*, for *brethren.*

And he said, I am Joseph your brother, whom ye sold into Egypt. Now therefore be not grieved, nor angry with yourselves, that ye sold me hither: for God did send me before you to preserve life.

They went up out of Egypt, and came into the land of Canaan unto Jacob their father, and told him, saying, Joseph is yet alive, and he is governor over all the land of Egypt. And Jacob's heart fainted, for he believed them not.

And they told him all the words of Joseph, which he had said unto them: and when he saw the wagons which Joseph had sent to carry him, the spirit of Jacob their father revived.

And Israel said, It is enough; Joseph my son is yet alive: I will go and see him before I die.

When Mary was come where Jesus was, and saw him, she fell down at his feet, saying unto him, Lord, if thou hadst been here, my brother had not died.

ADJECTIVES.

Mr. S.—Describe what you observed on your way to school.

H.—Bay horses and black horses, large boys and small boys, red roses and white roses.

Mr. S.—Select the nouns, and tell what words are added to them.

W.—Horses, boys, and roses are nouns. *Bay* and *black* are added to *horses; large* and *small*, to *boys;* and *red* and *white* to *roses.* What do you call such words?

Mr. S.—We call them adjectives, because they are added to nouns.

An adjective is a word added to a noun or pronoun.

Adjectives are generally used to express the qualities of persons and things and thus describe them. But we have some such adjectives as *a, an, any, every, some, many, one, two, three, four, the, this,* and *that;* which limit the meaning of nouns without expressing any quality or describing any person or thing; as *a* book, *an* apple, *any* book, *some* book, *one* book, *two* books, *a hundred* books, *the* book, *this* book.

As qualities belong to persons and things, so adjectives belong to nouns and pronouns. Select the adjectives in these sentences, and tell what nouns or pronouns they belong to.

This is a good apple. It is ripe and mellow.

E.—*A* and *good* belong to *apple;* and *ripe* and *mellow*, to *it.*

We have warm, pleasant days and cold nights.

I saw a very pretty bird this morning. It was red, green, white, black, and yellow.

Here are cool, shady groves, green hills, and wide, extensive, rich, productive valleys, with splendid houses and flower gardens. It is a beautiful and romantic country.

He is kind and generous; and she is modest, plain,

and unassuming. Though poor and needy, they are cheerful and contented.

Where shall he find, in foreign land,
So lone a lake, so sweet a strand?

Like form in Scotland is not seen,
Treads not such step on Scottish green.

Teach me to soothe the helpless orphan's grief,
With timely aid the widow's woes assuage,
To misery's moving cries to yield relief,
And be the sure resource of drooping age.

The waves on either shore lay there,
Calm, clear, and azure as the air.

The passions are a numerous crowd,
Imperious, positive, and loud.

Charity, decent, modest, easy, kind,
Softens the high, and rears the abject mind;
Knows, with just reins and gentle hand, to guide
Between vile shame and arbitrary pride.

VERBS.

Mr. S.—When we are talking about any persons or things, they are the subjects of our conversation; and when we are thinking of them, they are the subjects of our thoughts. The subject of a thought is what we are thinking of, and a thought is what we think of a subject. Tell me what you think is done to any persons or things that you are thinking of, and what you think they do.

G.—Birds are caught, flowers are cultivated, children are educated, lions are tamed, and wolves are shot; birds sing, flowers bloom, children play, lions roar, and wolves howl.

Mr. S.—Such words as *are caught, are cultivated, are educated, are tamed,* and *are shot, sing, bloom, play, roar,* and *howl,* are called verbs.

A verb is a part of speech that expresses what we think of a subject or predicates something of it.

No sentence can be made without a verb expressed or understood; for every sentence must contain a thought.

T.—Can a sentence be made without a noun?

Mr. S.—Yes: pronouns can be used as subjects. Any word that makes sense with *I, thou, he, she,* or *it, we, you,* or *they,* before it as a subject, is a verb. Are *am, art, is, go,* and *rains,* verbs. Try them and see.

R.—I am, thou art, he is, we go, it rains.

Mr. S.—Are *see, hear, taste,* and *sweet,* verbs.

M.—*Sweet* is not a verb: it doesn't make sense to say, I sweet, thou sweet, he sweet, we sweet, you sweet, or they sweet, as it does to say, I see, I hear, etc.

Mr. S.—As I make or read a few sentences, select the verbs. I stand here and teach you grammar; I take this book and open it; I shut it and lay it on the desk.

P.—Stand, teach, take, open, shut, lay.

Birds fly, fish swim, bees hum, and flies buzz.

F.—Fly, swim, hum, buzz.

If you listen attentively, you will understand what I tell you, and remember what you hear.

G.—Listen, will understand, tell, remember, hear.

Fire burns, water boils, and steam rises.

Flowers decay, fade, wither, droop, and die.
Books are printed, they are bound, they are sold.
We go to school and learn to read and write.
We are clothed, we are fed, we are instructed.
Houses are built, they are bought, they are rented.
Land is surveyed, it is cleared, it is plowed.
Horses are harnessed, they are driven, they are abused; they walk, they trot, they run.

"Surely," said he to himself, "this palace is the seat of happiness; where pleasure succeeds to pleasure, and discontent and sorrow can have no admission. Whatever nature has provided for the delight of sense is here spread forth to be enjoyed. What can mortals hope or imagine which the master of this palace has not obtained? The dishes of luxury cover his table; the voice of harmony lulls him in his bowers; he breathes the fragrance of the groves of Java, and sleeps upon the down of the cygnets of the Ganges. He speaks, and his mandate is obeyed; he wishes, and his wish is gratified: all whom he sees obey him, and all whom he hears flatter him."

Great Nature spoke; observant men obeyed;
Cities were built; societies were made;
Here rose one little state; another near
Grew by like means, and joined through love or fear.

PREPOSITIONS.

Mr. S.—Select the words that express relation in the sentences that I make.

I hold my hand over the desk, under the desk, before the desk, behind the desk, against the desk.

The sun shines through the window on the floor.

E.—Over, under, before, behind, against, through, on.

Mr. S.—Such words as these we call prepositions.

A preposition is a word placed before another to express relation.

Select the prepositions that I use, and tell me what relations they express.

The fence around the school-house is in good order.

P.—*Around* expresses the relation of *fence* to *school-house;* and *in,* the relation of *is,* to *order.*

Mr. S.—*School-house,* the object of *around,* is called the subsequent term of relation, because it comes after the preposition; and *fence* is called the antecedent term, because it goes before the preposition. *Order,* the object of *in,* is the subsequent term of relation; and *is,* the antecedent term.

The book on the desk between my slate and arithmetic cost me two dollars.

H.—*On* expresses the relation between *book* and *desk;* and *between* expresses the relation between *book* and *slate* and *arithmetic.*

R.—Is it not better to say, "*On* expresses the relation of *book* to *desk,* and *between* expresses the relation of *book* to *slate* and *arithmetic?*"

Mr. S.—I think it is. But on this point good grammarians disagree. We have authority for both expressions. Use whichever you prefer after mature deliberation. But, as uniformity is very important, let us all agree where we can, and differ only where we must; and then we shall not be confused and our progress impeded by conflicting views and expressions.

Without thee, I am poor; and with thee, rich.

J.—*Without* expresses the relation of *poor* to *thee;* and *with,* the relation of *rich* to *thee.*

I look through the window across the street.

M.—*Through* expresses the relation between *look* and *window;* and *across,* the relation between *look* and *street.*

Here is a list of prepositions, arranged in alphabetical order to assist you in committing them to memory.

About, above, across, after, against, along, amid, amidst, among, amongst, around, at, athwart, before, behind, below, beneath, beside, besides, between, betwixt, beyond, but, by, down, during, except, for, from, in, into, like, near, notwithstanding, of, off, on, over, overthwart, past, round, since, through, throughout, till, to, toward, towards, under, underneath, until, unto, up, upon, with, within, without, worth.

Most of these words are generally prepositions; but some of them are often used as other parts of speech. So you must not depend entirely on this list, but take particular notice how these words are used in sentences.

ADVERBS.

Mr. S.—As I make two or three sentences, see if any word is added to a verb, an adjective, or a preposition.

I walk slowly. I am a very slow walker. I hold this book exactly over my left hand.

G.—*Slowly* is added to *walk; very,* to *slow;* and *exactly,* to *over.*

Mr. S.—Such words as *slowly, very,* and *exactly* are called adverbs.

An adverb is a word added to a verb, an adjective, a preposition, or another adverb.

Select the adverbs that I use, and tell me to what they are added.

If you read too fast, you will never be good readers.

N.—*Too* is added to *fast; fast,* to *read;* and *never,* to *will be.*

The nadir is the point directly under our feet.

R.—*Directly* is added to the preposition *under.*

They speak fluently and write correctly.

Peter went out and wept bitterly.

It is intensely cold, and the wind blows very hard.

How often have we resolved to live virtuously!

He walked swiftly forward over the valleys, and saw the hills gradually rising before him.

You stayed away so long that I thought you would never come home again.

He cometh forth like a flower, and is cut down.

He shall return no more to his house, neither shall his place know him any more.

Time once past, never returns: the moment that is lost, is lost forever.

> Who wickedly is wise, or madly brave,
> Is but the more a fool, the more a knave.

Mr. S.—By using an adverb, we can generally express with one word what would otherwise require two or more words; as, *How* [in what manner] did he

speak? He spoke *eloquently* [in an eloquent manner]. *When* [at what time] did you see her? *Where* [in what place] was she? They were *very* [in a high degree] angry. *Why* [for what reason] were they *so* [in such a degree] angry?

J.—We are told that adverbs derive their name from the Latin word *adverbium.* Were they called adverbs, because they are equivalent in sense to two or more words added together?

Mr. S.—That is the opinion of some excellent grammarians; but others say they were called adverbs, because they are generally added to verbs.

Instead of saying, *one time, two times,* or *three times,* we can use a single word and say, *once, twice,* or *thrice.* But, as we have no single words to go any further, we must say, *four times, five times, six times, seven times, a hundred times, a thousand times, ten thousand times,* etc. Such expressions are generally called adverbial phrases, and so are, *at all, at last, at least, at most, at once, at present, in fine, in general, in short, in vain, on high, from afar, from above, from on high, by and by, now and then,* etc. Many of our adverbs are equivalent in sense to prepositions and their objects with the adjectives belonging to them; as, They fly *swiftly* [in a swift manner].

A preposition and its object are, by some grammarians, regarded as an adjunct to the antecedent term of relation, equivalent in sense to an adjective, an adverb, or a noun or pronoun in the possessive case; as, I am a citizen *of Rome,* I am a *Roman* citizen. Write *with care,* write *carefully.* He was the son *of David,* he was *David's* son. It will be the ruin *of you,* it will be *your* ruin.

An adjunct is a word or phrase added to a verb or noun, an adjective or adverb.

As this word signifies something added to another, in its widest sense, it includes adjectives and adverbs, as well as phrases, and also nouns and pronouns in the possessive case. But it is generally used in a limited sense by grammarians, and applied to phrases, because we have special names for other adjuncts: we call them adjectives and adverbs and possessives.

CONNECTIVES.

Mr. S.—Select the words that connect the different parts of the sentence that I make, and tell me what they connect.

James and Henry learn, because they study.

P.—*And* connects *Henry* to *James;* and *because* connects "they study" to "James and Henry learn."

J.—Such words should be called connectives or conjunctives, because they are the connecters of different parts of a sentence, and not their connections or conjunctions.

A connective is a word that connects words or phrases, clauses, sentences, or paragraphs.

Without connectives, we should be obliged to speak in separate sentences, and not be able to express a regular train of reasoning. They are the joints and hinges of discourse that hold together different words and sentences. How beautifully the thoughts expressed in argumentative discourses hang and turn upon each other, held together by connectives!

Mr. S.—Now select the connectives in the sentences that I use and tell me what they connect.

He is poor; but he is honest and industrious.

R.—*But* connects "he is honest and industrious" to "he is poor." *And* connects *industrious* to *honest.*

Fear not; for I am with thee.

E.—*For* connects "I am with thee" to "fear not."

If they will not work, they shall not eat.

H.—*If* connects "they will not work" to "they shall not eat."

Except ye repent, ye shall all likewise perish.

W.—*Except* connects "ye repent" to "ye shall all likewise perish."*

Here is a list of almost all the connectives that we have in common use:

After, and, as, because, before, but, either, except, for, how, however, if, lest, neither, nevertheless, nor, or, otherwise, since, so, than, then, therefore, though, till, until, unless, when, where, whether, while, yet.

Some of the words in this list are often used as other parts of speech. We have but few words that are always in the same part of speech. The same word is sometimes used in several parts of speech. As I give you a few examples, take particular notice of the different uses of the same word.

The *cuckoo* sings, *cuckoo, cuckoo!* We *iron* our carriages with the best kind of *iron*, and put in *iron* axletrees. Our best *silver* watches are as good as *gold*

* See my "Inductive and Progressive English Grammar," pages 63–66.

watches: the cases only are made of *silver* and *gold.* If you *kick* your horse, he may give you a *kick.* When we *ride* in the cars we have a pleasant *ride.* When I *look* at a thief I know him by his *looks.* I *pocket* my *watch* and *watch* my *pocket.* I could have *better* spared a *better* man. This *round* stick is the *round* of a chair. The turner *rounded* it. If you tie a string *round* it, you can turn it *round* very swiftly. He fell *down* in the street, as he was walking *down* Broadway. I was on the *down* train of cars. Is the couch of royalty a bed of *down?* We will *down* our tyrants. *Down,* villains, *down.**

CONVERSATION II.

CLASSIFICATION AND VARIATIONS OF NOUNS AND PRONOUNS, ADJECTIVES AND ADVERBS.

Mr. S.—Tell me the names of the boys and girls in this class.

E.—Francis Martin, Gilbert Brown, Henry Perry, James Kelly, Thomas Dean, William Jones, Emma White, Mary Bloomfield, Delia Bliss, Nancy Burns, Phebe Smith, and Ruth Adams.

Mr. S.—These are proper names, and *boy* and *girl* are common names. If I say boy or girl, how can you tell which boy or girl I mean? We use proper

* Make your pupils tell in what part of speech each of these words in Italics is used; and if you find this exercise instructive and agreeable, use other words in different parts of speech, and drill them thoroughly in such exercises.

names to distinguish individual persons, places, or things, from others that have the same common name. Grammarians call proper names proper nouns, and common names common nouns.

A proper noun is the name of an individual. A common noun is the name of a species or class.

All the proper names of men, women, and children, that you are acquainted with, or read of, and all the proper names of countries, states, counties, towns, cities, villages, rivers, lakes, seas, or islands, that you can find in your geography or atlas, are proper nouns; and all the common names that are defined in your dictionary are common nouns.

M.—Have we any other kind of nouns?

Mr. S.—We have collective, abstract, and verbal nouns. But they are generally considered species of common nouns. To these may be added sentential nouns, commonly called substantive phrases or clauses.

A collective noun is the name of an assemblage of persons or things.

An abstract noun is the name of a quality separately considered.

A verbal noun is an infinitive or participle that performs the office of a noun.

A sentential noun is a phrase or clause performing the office of a noun.

Distinguish the collective, abstract, verbal, and sentential nouns in the sentences that I use:

The people rule this nation without standing armies.

What causes the smoothness and transparency of ice, and the whiteness and coldness of snow?

H.—*People, nation,* and *armies,* are collective nouns; and *smoothness, transparency, whiteness,* and *coldness,* are abstract nouns.

To enjoy is to obey. What meaneth this bleating of the sheep? He was punished for tearing his book. Whether they are guilty or not guilty must be decided by the jury.

J.—*To enjoy, to obey,* and *bleating,* are verbal nouns; *tearing his book,* and *whether they are guilty or not guilty,* are sentential nouns.

R.—How many kinds of pronouns have we?

Mr. S.—We have six kinds of pronouns; personal, connective, interrogative, distributive, demonstrative, and indefinite.

A personal pronoun is a pronoun whose form designates its person.

A connective pronoun is a pronoun that connects different parts of a sentence.

An interrogative pronoun is a pronoun that is used to ask a question.

A distributive pronoun is a pronoun that represents each individual of a number taken separately.

A demonstrative pronoun is a pronoun that precisely points out what it represents.

An indefinite pronoun is a pronoun used indefinitely.

The simple personal pronouns are, *I, thou, he, she,* and *it, we, ye, you,* and *they.*

The compound personal pronouns are, *myself, thyself,*

himself, herself, itself, ourselves, yourselves, and *themselves.*

The connective pronouns are, *who, which, that, what, as, whoever, whoso, whosoever, whatever, whatsoever, whichever,* and *whichsoever.*

The distributive pronouns are, *each, either,* and *neither.*

This, that, these, those, both, same, such, former, and *latter,* are often used as demonstrative pronouns.

The words most commonly used as indefinite pronouns are, *some, other, another, any, one, none, all, many, few,* and *several.**

Nouns and pronouns have four kinds of variations; gender, number, person, and case.

GENDER.

Gender is a distinction of nouns and pronouns in regard to sex.

We generally say there are three genders; the masculine, the feminine, and the neuter.

The masculine gender denotes the male sex.

The feminine gender denotes the female sex.

The neuter gender denotes neither sex.

As there are but two sexes, and the Latin word *neuter* signifies *neither,* strictly speaking, there are but two genders. If we substitute the English word for the Latin, and say *neither* gender instead of *neuter* gender, we shall not be misled by using a negative term in a positive sense.

Boy is in the masculine gender; *girl* is in the fem-

* See my "Inductive and Progressive English Grammar," pages 80–85.

inine; *book* is in the neuter gender, strictly speaking, in neither gender; and *child* is in either gender.

He is in the masculine gender; *she*, in the feminine; *it*, in neither gender; and *I, thou, we, you*, and *they*, in either gender.

NUMBER.

Number is a distinction of nouns and pronouns in regard to unity and plurality.

There are two numbers; the singular and the plural.

The singular number denotes but one.

The plural number denotes more than one.

The plural number of nouns is generally formed by adding *s* or *es* to the singular; as, *chair, chairs; house, houses; bench, benches; glass, glasses; fox, foxes.*

Nouns that form the plural number otherwise are said to be irregular, because they deviate from the usual method. Give me some examples.

E.—Man, men; woman, women; child, children; ox, oxen; foot, feet; goose, geese; tooth, teeth; louse, lice; mouse, mice; die, dice; penny, pence.

PERSON.

Person is a distinction of nouns and pronouns in regard to the speaker, the person spoken to, and the person or thing spoken of.

There are three persons; the first, the second, and the third.

The first person denotes the speaker.

The second person denotes the person spoken to.

The third person denotes the person or thing spoken of.

The pronouns *I* and *we* are always in the first person; *thou, ye,* and *you,* in the second; and *he, she, it,* and *they,* in the third. Nouns are never in the first person. They are sometimes in the second person, but generally in the third.

CASE.

Case is a distinction of nouns and pronouns in regard to the construction of sentences.

Our nouns and pronouns have three cases; the nominative, the possessive, and the objective.

The nominative case simply denotes the name of a person or thing, or the subject of a thought.

The possessive case denotes possession or ownership.

The objective case denotes the object of a thought or of a relation.

In every sentence the verb is the key to its construction. Find the verb, and you can easily ascertain the cases. Inquire with *who* or *what* before it, and the answer will be in the nominative case. Inquire with *whom* or *what* after it or after a preposition, and the answer will be in the objective case. Inquire with *whose* before a noun, and you will find the possessive case. Try this sentence: "John broke Ruth's slate."

P.—Here *broke* is the verb. Who broke? John. Then *John* is in the nominative case, the subject of

broke. John broke what? Slate. Then *slate* is in the objective case, the object of *broke.* Whose slate? Ruth's. Then *Ruth's* is in the possessive case, denoting the possession of *slate.*

DECLENSION.

The declension of a noun or pronoun is a regular presentation of its variations in number and case.

The personal pronouns are thus declined.

	Sing.	*Plur.*
First person either gender.	*Nom.* I, *Poss.* My, *Obj.* Me;	*Nom.* We, *Poss.* Our, *Obj.* Us.
Second person either gender.	*Nom.* Thou, *Poss.* Thy, *Obj.* Thee;	*Nom.* Ye or you, *Poss.* Your, *Obj.* You.
Third person masculine gender.	*Nom.* He, *Poss.* His, *Obj.* Him;	*Nom.* They, *Poss.* Their, *Obj.* Them.
Third person feminine gender.	*Nom.* She, *Poss.* Her, *Obj.* Her;	*Nom.* They, *Poss.* Their, *Obj.* Them.
Third person neither gender.	*Nom.* It, *Poss.* Its, *Obj.* It;	*Nom.* They, *Poss.* Their, *Obj.* Them.

When you have committed this declension to memory you will know the number, person, and case of every personal pronoun by its form, and also the gender of the third person singular.

J.—There are three exceptions, Mr. Smith: *her* has the same form in the possessive and the objective case; and *you* and *it*, the same in the nominative and objective.

Mr. S.—Decline *who* and *which*.

P.—They have the same form in both numbers.

Nom.	Who,	*Nom.*	Which,
Poss.	Whose,	*Poss.*	Whose,
Obj.	Whom.	*Obj.*	Which.

Whoever and *whosoever* are declined like *who*.

R.—How many kinds of adjectives are there?

Mr. S.—To avoid perplexity, we will divide them into three classes; proper, common, and compound.

A proper adjective is one that is derived from a proper noun.

A common adjective is a simple adjective not derived from a proper noun, with a common signification established by general use.

A compound adjective is one that is composed of two or more words united by a hyphen.

Tell me the adjectives that are derived from these proper nouns: England, Ireland, France, America, Germany, China, Greece, Rome, Plato, Cicero.

M.—English, Irish, French, American, German, Chinese, Greek or Grecian, Roman, Platonic, Ciceronean.

Mr. S.—These are proper adjectives. Every adjective that is not derived from a proper noun is a common adjective, unless it consists of two or more words united.

D.—How many sorts of adverbs have we?

Mr. S.—Adverbs may be properly divided into eight

classes: adverbs of manner; as, *politely, bravely, well, ill, thus:* of time; as, *now, lately, yesterday, hereafter, yearly, often, again, once, twice, seldom, ever, never, soon, early, then, when:* of place; as, *here, there, where, hither, thither, whither, hence, thence, whence, above, below, up, down, backward, forward:* of degree; as, *much, little, very, entirely, partly, almost, enough, abundantly, infinitely:* of affirmation; as, *yes, yea, certainly, truly:* of negation; as, *nay, no, not:* of doubt; as, *perhaps, perchance, possibly, peradventure:* and causal adverbs; as, *consequently, therefore, why, wherefore.*

I have given you a few examples in each of these classes to help you classify all the rest of our adverbs.

COMPARISON.

Comparison is a variation of an adjective or adverb to express its signification in different degrees.

There are three degrees of comparison; the positive, the comparative, and the superlative.

The positive degree simply expresses a quality or attribute; the comparative expresses it in a higher or lower degree; and the superlative expresses it in the highest or lowest degree.

Adjectives and adverbs are regularly compared by adding *r* or *er*, and *st* or *est*, to the positive: as, *white, whiter, whitest; kind, kinder, kindest; early, earlier, earliest; often, oftener, oftenest; soon, sooner, soonest.*

When this would make the pronunciation disagreeable to the ear, we use *more* and *most* before the adjective or adverb; varying it in sense, but not in form:

as, *eloquent, more eloquent, most eloquent; eloquently, more eloquently, most eloquently.* To express diminution, we use *less* and *least;* as, *less eloquent, least eloquent.*

We have some words in common use that are irregularly compared. Give me a few examples.

G.—Good, better, best; bad, worse, worst; well, better, best; ill, worse, worst; little, less, least; many, more, most; much, more, most; far, farther or further, farthest or furthest; up, upper, uppermost or upmost.

EXERCISE IN PARSING.

Mr. S.—Distinguish the different kinds of nouns and pronouns in these sentences, and tell which gender each of them is in.

Emma has received a letter from her friend.

James caught some pigeons in his father's net.

Elimelech, Naomi's husband, died; and she was left with her two sons.

They hanged Haman on the gallows that he had prepared for Mordecai.

J.—*Emma* is a proper noun, in the feminine gender; *letter* is a common noun, in neither gender; *her* is a personal pronoun standing for *Emma*, in the feminine gender; and *friend* is a common noun in either gender.*

G.—Why do you say that *letter* is in neither gender instead of the neuter gender, and that *friend* is in either gender?

J.—Because I prefer a plain English word to the Latin word *neuter*, which signifies *neither*, and should

* Proceed in the same manner with the nouns and pronouns in the rest of these sentences.

not be used in a positive sense. We might as well say the neither gender as the neuter gender. *Either* corresponds with *neither*, which signifies *not either*. It is uncertain whether her friend is a male or female; for the gender of *friend* is not determined by the context. But it must be either masculine or feminine. For the sake of brevity, I say that it is in either gender, instead of saying that it is in the masculine or feminine gender.

H.—In what gender are the nouns in this sentence?

"The child's parents were in the house."

J.—*Child's* is in either gender, because it denotes either sex; *parents* is in both genders, because it denotes both sexes, father and mother; and *house* is in neither gender, because it denotes neither sex: house is neither male nor female.

Mr. S.—If any of you disagree with James, raise your hands. As all of you agree, I hope we shall have no discord in parsing nouns and pronouns.

Distinguish the different kinds of nouns and pronouns in these sentences, and tell me which gender and number each of them is in:

Whose book is this? These are the books which Gilbert's cousin gave him.

Each of the girls reads very well. Some of them are better readers than any of the boys.

Hiram, king of Tyre, sent messengers to David.

Consider the lilies of the field, how they grow.

The young men saw me, and hid themselves.

Love your enemies, bless them that curse you.

No mention shall be made of coral, or of pearls: for the price of wisdom is above rubies.

With all thy soul love God above,
And as thyself thy neighbor love.

R.—*Whose* is an interrogative pronoun, in either gender and the singular number; *book* is a common noun, in neither gender and the singular number; *this* is a demonstrative pronoun standing for *book*, in neither gender and the singular number.

M.—*These* is a demonstrative pronoun standing for *books*, in neither gender and the plural number; *books* is a common noun, in neither gender and the plural number; *which* is a connective pronoun standing for *books*, and connecting "Gilbert's cousin gave him" to "these are the books," in neither gender and the plural number; *Gilbert's* is a proper noun, in the masuline gender and singular number; *cousin* is a common noun, in either gender and the singular number; and *him* is a personal pronoun standing for *Gilbert*, in the masculine gender and singular number.

H.—*Each* is a distributive pronoun, in the feminine gender and singular number; and *girls* is a common noun, in the feminine gender and plural number. *Some* is an indefinite pronoun, in the feminine gender and plural number; *them* is a personal pronoun standing for *girls*, in the feminine gender and plural number; *readers* is a common noun, in the feminine gender and plural number; *any* is an indefinite pronoun, in the masculine gender and plural number; and *boys* is a common noun, in the masculine gender and plural number.

W.—Is not *readers* in either gender?

Mr. S.—*Readers* is here applied to the girls; and therefore its gender is determined by the context. If we should say, "The boys are better readers than the girls," it would be in the masculine gender. But when its gender is not determined by the context, it is in either gender; as, "We have a few good readers in our school;" because it is uncertain whether the good readers are males or females.

Distinguish the different kinds of nouns and pro-

nouns in these sentences, and tell which gender, number, and person each of them is in.

Daughters of Jerusalem, weep not for me; but weep for yourselves, and for your children.

Many of the saints did I shut up in prison.

Saul, Saul, why persecutest thou me?

I said, Who art thou, Lord? And he said, I am Jesus, whom thou persecutest.

The Jews answered him, saying, For a good work we stone thee not.

Is not this he that sat and begged? Some said, This is he: others said, He is like him. But he said, I am he.

King Agrippa, believest thou the prophets? I know that thou believest.

Then Agrippa said unto Paul, Almost thou persuadest me to be a Christian.

P.—*Daughters* is a common noun, in the feminine gender, plural number, and second person; *Jerusalem* is a proper noun, in neither gender, singular number, and third person; *me* is a personal pronoun standing for *Jesus*, in the masculine gender, singular number, and first person; *yourselves* is a compound personal pronoun standing for *daughters*, in the feminine gender, plural number, and second person; *your* is a personal pronoun standing for *daughters*, in the feminine gender, plural number, and second person; and *children* is a common noun, in either gender, plural number, and third person.

H.—Why is *me* in the first person?

P.—Because it denotes the speaker.

H.—Why is *daughters* in the second person?

P.—Because it denotes the persons spoken to.

H.—Why is *children* in the third person?

P.—Because it denotes the persons spoken of.

Mr. S.—Do any of you remember what I said you must do to find out all the cases of the nouns and pronouns in a sentence?

R.—I remember very well. You told us to find the verbs and prepositions; then to ask a question with *who* or *what* before a verb to find the nominative case, and with *whom* or *what* after a verb or preposition to find the objective, and with *whose* before a noun to find the possessive.

Mr. S.—Tell me the cases of the nouns and pronouns in these sentences.

Henry lent his books to William.

E.—Here *lent* is a verb, and *to* is a preposition. Who lent? Henry. Then *Henry* is in the nominative case, the subject of *lent*. Henry lent what? Books. Whose books? *His* books. Then *books* is in the objective case, the object of *lent;* and *his* is in the possessive case, denoting the possession or ownership of books. To whom? William. Then *William* is in the objective case, the object of *to*.

Mr. S.—To ascertain the cases ask and answer all these questions mentally; then tell the subject of each verb, its object (if it has one), and the object of every preposition in the sentence, and which nouns or pronouns are in the possessive case.*

Francis borrowed Gilbert's knife and lost it.

D.—*Francis* is the subject of *borrowed* and *knife* is the object; *Gilbert's* is in the possessive case, and *it* is the object of *lost*.

*Before your pupils undertake to parse a sentence, make them tell the subject of every finite verb that it contains, and every object of a verb or preposition, and every possessive. This will show them how the sentence is constructed, and illustrate all the cases.

I bought a gold watch for my sister, which cost me two hundred dollars.

M.—*I* is the subject of *bought*, and *watch* is the object; *my* is in the possessive case, and *sister* is the object of *for*; *which* is the subject of *cost*; *me* is the indirect object, and *dollars* is the direct object of cost.

No grateful dews descend from evening skies,
Nor morning odors from the flowers arise;
No rich perfumes refresh the fruitful field,
Nor fragrant herbs their native incense yield.

R.—*Dews* is the subject of *descend*, and *skies* is the object of *from*; *odors* is the subject of *arise*, and *flowers* is the object of *from*; *perfumes* is the subject of *refresh*, and *field* is the object; *herbs* is the subject of *yield*, and *incense* is the object, and *their* is a possessive.

If you keep your shop, it will keep you.

He watches the crow, and the crow watches him.

She despises her neighbors, and they despise her.

We have learned our lesson, and you must learn yours.

Do you remember what I told you?

We sailed across the Atlantic ocean in ten days.

Overcome bad habits, or they will overcome you.

Nancy lost William's knife and broke hers.

Respect yourselves, if you desire the respect of others.

Forgive us our trespasses as we forgive them that trespass against us.

But see, Orion sheds unwholesome dews;
Arise! the pines a noxious shade diffuse;
Sharp Boreas blows, and nature feels decay;
Time conquers all, and we must time obey.

Mr. S.—You seem to understand the construction of these sentences very well. You can tell the subjects of

the verbs and the objects of the verbs and prepositions, and which words are in the possessive case. Now remember that the subjects are in the nominative case, and that every object of a verb or preposition is in the objective case. For the sake of brevity, we sometimes call nouns and pronouns in the different cases nominatives, possessives, and objectives.

Distinguish the different kinds of nouns and pronouns in these sentences, and tell which gender, number, person, and case, each of them is in:

God made the country, and men made the city.

H.—*God* is the subject of *made*, and *country* is the object; *men* is the subject of *made*, and *city* is the object.

God is a proper noun, in the masculine gender, singular number, third person, and nominative case.

Country is a common noun, in neither gender, singular number, third person, and objective case.

Men is a common noun, in the masculine gender, plural number, third person, and nominative case.

City is a common noun, in neither gender, singular number, third person, and objective case.

If we slight our neighbors, they will slight us.

P.—*We* is the subject of *slight*, and *neighbors* is the object; *our* is in the possessive case; *they* is the subject of *will slight*, and *us* is the object.

We is a personal pronoun, in either gender, plural number, first person, and nominative case.

Our is a personal pronoun, in either gender, plural number, first person, and possessive case.

Neighbors is a common noun, in either gender, plural number, third person, and objective case.

They is a personal pronoun, in either gender, plural number, third person, and nominative case.

Us is a personal pronoun, in either gender, plural number, first person, and objective case.

Nom. we, Poss. our, Obj. us, Nom. they, Poss. their, Obj. them.

Mr. S.—You have parsed these nouns and pronouns etymologically. You may now apply the rules of syntax, and parse syntactically.

They saw the young child with Mary his mother.

J.—*They* is the subject of *saw*, and *child* is the object; *Mary* is the object of *with*, *mother* is in apposition with *Mary*, and *his* is in the possessive case.

They is a personal pronoun, in the masculine gender and plural number; agreeing with its antecedent *men*, according to Rule VI.: in the third person and nominative case; the subject of the verb *saw*, according to Rule I.*

Child is a common noun, in the masculine gender, singular number, third person, and objective case; the object of *saw*.—Rule II.

Mary is a proper noun, in the feminine gender, singular number, third person; and objective case; the object of the preposition *with*.—Rule II.

His is a personal pronoun, in the masculine gender and singular number; agreeing with its antecedent *child*—Rule VI.: in the third person and possessive case; denoting the possession of *mother*.—Rule III.

Mother is a common noun, in the feminine gender, singular number, third person, and objective case; in apposition with *Mary*.—Rule IV.

Paul, thou art beside thyself.

R.—*Thou* is the subject of *art*, and *thyself* is the object of *beside*.

Paul is a proper noun, in the masculine gender, singular num-

* Make your pupils learn and repeat every rule that they apply.

ber, second person, and nominative case independent; its case depends on no other word.—Rule V.

Thou is a personal pronoun, in the masculine gender, and singular number; agreeing with its antecedent *Paul*—Rule VI.; in the second person and nominative case; the subject of *art.*—Rule I.

Thyself is a compound personal pronoun, in the masculine gender and singular number; agreeing with *Paul*—Rule VI.; in the second person and objective case; the object of *beside.*—Rule II.

Uneasy lies the head that wears a crown.

W.—*Head* is the subject of *lies, that* is the subject of *wears,* and *crown* is the object.

Head is a common noun, in neither gender, singular number, third person, and nominative case; the subject of *lies.*—Rule I.

That is a connective pronoun, in neither gender, singular number, and third person; agreeing with its antecedent *head*—Note 8 to Rule VI.; and in the nominative case; the subject of *wears.*—Rule I.

Crown is a common noun, in neither gender, singular number, third person, and objective case; the object of *wears.*—Rule II.

Jesus saith unto her, I am the resurrection and the life.

F.—*Jesus* is the subject of *said,* and *her* is the object of *unto; I* is the subject of *am,* and *resurrection* and *life* are in predication with *I.*

Jesus is a proper noun, in the masculine gender, singular number, third person, and nominative case; the subject of *said.*—Rule I.

Her is a personal pronoun, in the feminine gender and singular number; agreeing with its antecedent *Martha*—Rule VI.; in the third person and objective case; the object of *unto.*—Rule II.

I is a personal pronoun, in the masculine gender and singular number; agreeing with its antecedent *Jesus*—Rule VI.; in the first person and nominative case; the subject of *am.*—Rule I.

Resurrection and *life* are common nouns, in neither gender, singular number, third person, and nominative case; in predication with *I*.—Rule IV.*

Peter said, Man, I know not what thou sayest.

M.—*Peter* is the subject of *said;* the case of *man* depends on no other word; *I* is the subject of *know*, and *what* is the object; *thou* is the subject of *sayest*, and *what* is the object.

Peter is a proper noun, in the masculine gender, singular number, third person, and nominative case; the subject of *said*.—Rule I.

Man is a common noun, in the masculine gender, singular number, second person, and nominative case independent.—Rule V.

I is a personal pronoun, in the masculine gender and singular number; agreeing with its antecedent *Peter*—Rule VI.; in the first person, and nominative case; the subject of *know*.—Rule I.

What is a connective pronoun, in neither gender, singular number, third person, and objective case twofold; the object of *know*, and also the object of *sayest*.—Rule II.

Some spend what others earn.

P.—This is equivalent in sense to "Some spend *that which* others earn;" and as *that* is the object of *spend*, and *which* is the object of *earn*, so *what* is the object of *spend* and also the object of *earn:* it performs the office of *that* and *which*, and has a twofold case.

Some is the subject of *spend*, and *what* is the object; *others* is the subject of *earn*, and *what* is the object.

What is earned by some is spent by others.

That which is earned by some is spent by others.

J.—As *that* is the subject of *is spent*, and *which* is the subject of *is earned*, so *what*, their equivalent, is the subject of *is earned*, and also the subject of *is spent*.

* See my "Inductive and Progressive English Grammar," page 241.

What is a connective pronoun, in neither gender, singular number, third person, and nominative case twofold; the subject of *is earned* and also the subject of *is spent*.—Rule I.

Some and *others* are indefinite pronouns, in either gender, plural number, third person, and objective case, the objects of *by*.—Rule II.

Buy what is needed. Buy that which is needed.

D.—As *that* is the object of *buy*, and *which* is the subject of *is needed*, so *what*, their equivalent, is the object of *buy* and also the subject of *is needed*. It is therefore in the objective case and also in the nominative.

What is a connective pronoun, in neither gender, singular number, third person, and objective case, and also in the nominative case; the object of *buy* and the subject of *is needed*.—Rules I and II.

Whoever sins must repent.
Every person that sins must repent.

As *person* is the subject of *must repent*, and *that* is the subject of *sins*, so *whoever*, their equivalent, is the subject of *sins* and also the subject of *must repent*.

Whoever is a connective pronoun, in either gender, singular number, third person, and nominative case twofold; the subject of *sins* and also the subject of *must repent*.—Rule I.

Whose children are these?

E.—*Whose* is in the possessive case; *these* is the subject of *are*, and *children* is in predication with *these*.

Whose is an interrogative pronoun, in either gender and plural number, third person, and possessive case, denoting the possession of *children*.—Rule III.

Children is a common noun, in either gender, plural number, third person, and nominative case; in predication with *these*.—Rule IV.

These is a demonstrative pronoun, in either gender, plural number, third person, and nominative case; the subject of *are*.—Rule I.

As soon then as he had said unto them, I am he, they went backward, and fell to the ground. Then asked he them again, Whom seek ye? And they said, Jesus of Nazareth. Jesus answered, I have told you that I am he: if therefore ye seek me, let these go their way.

The bird that soars on highest wing,
Builds on the ground her lowly nest;
And she that doth most sweetly sing,
Sings in the shade when all things rest:
In lark and nightingale we see
What honor hath humility.*

Mr. S.—Parse the adjective and adverbs in these sentences.

We have a better country and milder climate.

W.—*A* is a common adjective; belonging to *country.*—Rule VII.

Better is a common adjective, in the comparative degree; belonging to *country.*—Rule VII.

Milder is a common adjective, in the comparative degree; belonging to *climate.*—Rule VII.

Mr. S.—Compare these adjectives.

W.—Pos. good, Com. better, Super. best; Pos. mild, Com. milder, Super. mildest. *A* cannot be compared.

The sweetest flowers soon lose their fragrance.

P.—*The* is a common adjective; belonging to *flowers.*—Rule VII.

Sweetest is a common adjective, in the superlative degree; belonging to *flowers.*—Rule VII. Pos. sweet, Com. sweeter, Super. sweetest.

Soon is an adverb of time, in the positive degree; relating to *lose.*—Rule XII. Pos. soon, Com. sooner, Super. soonest.

* Let your pupils parse the nouns and pronouns in these sentences.

These little birds sing very sweetly.

E.—These is a common adjective; belonging to *birds.*—Rule VII.

Little is a common adjective, in the positive degree; belonging to *birds.*—Rule VII. Pos. little, Com. less, Super. least.

Very is an adverb of degree; relating to *sweetly.*—Rule XII.

Sweetly is an adverb of manner; relating to *sing.*—Rule XII.

Mr. S.—Parse the prepositions and connectives in these sentences:

The laws of this country are made by the people.

H.—Of is a preposition; expressing the relation of its antecedent term *laws* to its object *country.*—Rule XI.

By is a preposition; expressing the relation of its antecedent term *are made* to its object *people.*—Rule XI.

It is good for us to be afflicted.

M.—For is a preposition; expressing the relation of its antecedent term *good* to its object *us.*—Rule XI.

The boys and girls in this class learn very fast, because they attend to their studies.

R.—In is a preposition; expressing the relation of its antecedent terms *boys* and *girls* to its object *class.*—Rule XI.

To is a preposition; expressing the relation of its antecedent term *attend* to its object *studies.*—Rule XI.

And is a connective; connecting *girls* to *boys.*—Rule XIII.

Because is a connective; connecting "they attend to their studies" to "the boys and girls in this class learn very fast."—Rule XIII.

Mr. S.—You may now parse all the words in these sentences except the verbs:

Cicero, the orator, was a Roman citizen.

J.—Cicero is the subject of *was; orator* is in apposition with *Cicero*, and *citizen* is in predication with *Cicero*.

Cicero is a proper noun, in the masculine gender, singular number, third person, and nominative case; the subject of *was*. —Rule I.

The is a common adjective; belonging to *orator*.—Rule VII.

Orator is a common noun, in the masculine gender, singular number, third person, and nominative case; in apposition with *Cicero*.—Rule IV.

A is a common adjective, and *Roman* is a proper adjective; belonging to *citizen*.—Rule VII.

Citizen is a common noun, in the masculine gender, singular number, third person, and nominative case; in predication with *Cicero*.—Rule IV.

Art thou the Thracian robber?

N.—Thou is the subject of *art*, and *robber* is in predication with *thou*.

Thou is a personal pronoun, in the masculine gender, singular number, second person, and nominative case; the subject of *art*. —Rule I.

The is a common adjective, and *Thracian* is a proper adjective; belonging to *Robber*.—Rule VII.

Robber is a common noun, in the masculine gender, singular number, third person, and nominative case; in predication with *thou*.—Rule IV.

I am called a robber. What is a conqueror?

D.—I is the subject of *am called*, and *robber* is in predication with *I*. *Conqueror* is the subject of *is*, and *what* is in predication with *conqueror*.

I is a personal pronoun, in the masculine gender, singular number, first person, and nominative case; the subject of *am called*. —Rule I.

A is a common adjective; belonging to *robber*.—Rule VII.

Robber is a common noun, in the masculine gender, singular number, third person, and nominative case; in predication with *I*.—Rule IV.

What is an interrogative pronoun, in neither gender, singular number, third person, and nominative case; in predication with *conqueror*.—Rule IV.

A is a common adjective; belonging to *conqueror*.—Rule VII.

Conqueror is a common noun, in the masculine gender, singular number, third person, and nominative case; the subject of *is*.—Rule I.

I do not care who knows it.

H.—*I* is the subject of *do care; who* is the subject of *knows*, and *it* is the object.

I is a personal pronoun, in either gender, singular number, first person, and nominative case; the subject of *do care*.—Rule I.

Not is an adverb of negation; relating to *do care*.—Rule XII.

Who is a connective pronoun, in either gender, singular number, third person, and nominative case; the subject of *knows*.—Rule I.

It is a personal pronoun, in neither gender, singular number, third person, and objective case; the object of *knows*.—Rule II.

O vain and inconstant world!

G.—*O* is an exclamation.

Vain and *inconstant* are common adjectives, in the positive degree; belonging to *world*.—Rule VII.

And is a connective; connecting *inconstant* to *vain*.—Rule XIII.

World is a common noun, in neither gender, singular number, second person, and nominative case independent.—Rule V.

E.—Did he parse *O* correctly? We have been taught to say, "Exclamations have no dependent construction."

Mr. S.—I think he did. A negative rule in parsing is unnecessary; for it is the end and aim of parsing to tell what every word in each sentence is, and what construction it has, and not what it has not. An exclamation sometimes seems to be the antecedent term of

relation before a preposition ; as, "*Hurrah* for Young America!" "*Hail* to the chief who in triumph advances!" "*O* for a closer walk with God!" *O* and *ah* are often used before nouns and pronouns to make them emphatic and exclamatory; as, "Sing, O heavens! and be joyful, O earth!" "O thou whom we adore!" "Ah me!" "Ah thou that destroyest the temple!" "Ah Lord God!" It appears, then, that there are a few exclamations which are sometimes so closely united to other words as to have a dependent construction. This is another good reason for not applying that rule when we parse exclamations.

Virtuous youth gradually brings forward accomplished and flourishing manhood.*

The chief misfortunes that befall us in life, can be traced to some vices or follies which we have committed.

The spirit of true religion breathes mildness and affability. It gives a native, unaffected ease to the behavior.

Genuine virtue has a language that speaks to every heart throughout the world.

He that cannot live well to-day will be less qualified to live well to-morrow.

On whom does time hang so heavily as on the slothful and lazy? To whom are the hours so lingering?

What avails the show of external liberty to one who has lost the government of himself?

What misery does the vicious man secretly endure!—Adversity, how blunt are all the arrows of thy quiver in comparison with those of guilt!

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* Let your pupils parse all the words in these sentences except the verbs.

I was eyes to the blind, and feet was I to the lame.

Ortogrul heard his flatterers without delight, because he found himself unable to believe them. His own heart told him its frailties; his own understanding reproached him with his faults. "How long," said he, with a deep sigh, "have I been laboring in vain to amass wealth, which at last is useless. Let no man hereafter wish to be rich, who is already too wise to be flattered."

How fleet is a glance of the mind!
Compared with the speed of its flight,
The tempest itself lags behind,
And the swift-winged arrows of light.
When I think of my own native land,
In a moment I seem to be there;
But, alas! recollection at hand,
Soon hurries me back to despair.

CONVERSATION III.

CLASSIFICATION AND VARIATIONS OF VERBS.

REGULAR & IRREGULAR VERBS.

In regard to their form, verbs are divided into two classes; regular and irregular.

A regular verb is a verb whose past tense and perfect participle are formed by adding *ed* to its present tense, or *d* only when it ends in *e*.

An irregular verb is a verb whose past tense and perfect participle are not formed by add-

ing *ed* to its present tense, or *d* only when it ends in *e*.

E.—How can we always tell whether a verb is regular or irregular?

Mr. S.—By learning this list of irregular verbs:

Present Tense.	*Past Tense.*	*Perf. Part.*
Abide,	abode,	abode.
Arise,	arose,	arisen.
Awake,	awoke, R.	awaked.
Be,	was,	been.
Bear,*	bare,	born.
Bear,†	bore,	borne.
Beat,	beat,	beaten, beat.
Begin,	began,	begun.
Bend,	bent,	bent.
Bereave,	bereft, R.	bereft, R.
Beseech,	besought,	besought.
Bid,	bid, bade,	bidden, bid.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken,
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built, R.	built, R.
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, R.	caught, R.
Chide,	chid,	chidden, chid.
Choose,	chose,	chosen.
Cleave,‡	clove, cleft,	cleft, cloven.
Cling,	clung,	clung.

* Bear, to bring forth. † Bear, to carry. ‡ Cleave, to split.

Present Tense.	*Past Tense.*	*Perf. Part.*
Clothe,	clothed,	clothed, clad.
Come,	came,	come.
Cost,	cost,	cost.
Creep,	crept,	crept.
Crow,	crew, R.	crowed.
Cut,	cut,	cut.
Dare,*	durst, R.	dared.
Deal,	dealt, R.	dealt, R.
Dig,	dug, R.	dug, R.
Do,	did,	done.
Draw,	drew,	drawn.
Dream,	dreamt, R.	dreamt, R.
Drink,	drank,	drunk, drank.
Drive,	drove,	driven.
Dwell,	dwelt, R.	dwelt, R.
Eat,	eat, ate,	eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got.†
Gild,	gilt, R.	gilt, R.
Gird,	girt, R.	girt, R.
Give,	gave,	given.
Go,	went,	gone.
Grave,	graved,	graven, R.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hung, R.	hung, R.

* Dare, to venture.

† *Gotten* is nearly obsolete. Its derivative *forgotten* is still in good use.

Present Tense.	*Past Tense.*	*Perf. Part.*
Have,	had,	had.
Hear,	heard,	heard.
Hew,	hewed,	hewn, R.
Hide,	hid,	hidden, hid.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	knelt, R.	knelt, R.
Knit,	knit, R.	knit, R.
Know,	knew,	known.
Lade,	laded,	laden, R.
Lay,	laid,	laid.
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie,*	lay,	lain.
Light,	lit, R.	lit, R.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant, R.	meant, R.
Meet,	met,	met.
Mow,	mowed,	mown, R.
Pay,	paid,	paid.
Put,	put,	put.
Quit,	quit, R.	quit, R.
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid,	rid.
Ride,	rode,	rode.†
Ring,	rung, rang,	rung.
Rise,	rose,	risen.
Rive,	rived,	riven, R.
Run,	ran,	run.
Saw,	sawed,	sawn, R.

* Lie, to rest.

† Ridden is nearly obsolete.

Present Tense.	*Past Tense.*	*Perf. Part.*
Say,	said,	said.
See,	saw,	seen.
Seek,	sought,	sought.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shapen, R.
Shave,	shaved,	shaven, R.
Shear,	sheared,	shorn, R.
Shed,	shed,	shed.
Shine,	shone, R.	shone, R.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Show,	showed,	shown, R.
Shred,	shred,	shred.
Shrink,	shrunk,	shrunk.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Sit,	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slidden, slid.
Sling,	slung,	slung,
Slink,	slunk,	slunk.
Slit,	slit, R.	slit, R.
Smite,	smote,	smitten.
Sow,	sowed,	sown, R.
Speak,	spoke,	spoken.
Speed,	sped,	sped.
Spend,	spent,	spent.
Spill,	spilt, R.	spilt, R.
Spin,	spun,	spun.
Spit,	spit, spat,	spit.
Split,	split,	split.
Spread,	spread,	spread.

Present Tense.	*Past Tense.*	*Perf. Part.*
Spring,	sprang, sprung,	sprung.
Stand,	stood,	stood.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stink,	stunk,	stunk.
Stride,	strode, strid,	stridden.
Strike,	struck,	struck.
String,	strung, R.	strung, R.
Strive,	strove, R.	striven, R.
Strow,	strowed,	strown, R.
Swear,	swore,	sworn.
Sweat,	swet, R.	swet, R.
Swell,	swelled,	swollen, R.
Swim,	swum, swam,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	throve, R.	thriven, R.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trodden, trod.
Wake,	woke, R.	waked.
Wear,	wore,	worn.
Weave,	wove,	woven.
Weep,	wept,	wept.
Win,	won,	won.
Wind,	wound,	wound.
Work,	worked, wrought,	worked, wrought.
Wring,	wrung,	wrung.
Write,	wrote,	written.

P.—Why is *R* used after the past tense and perfect participle of some of these irregular verbs?

Mr. S.—Because some of them are occasionally used as regular verbs: *R* stands for *regular*. When the regular form is preferable, it is used before the irregular form at full length; and when a verb has two irregular forms, that which is sanctioned by the best authority is used before the other.

A verb whose past tense or perfect participle has more than one form is called a redundant verb.

J.—Does this list contain all our irregular verbs?

Mr. S.—It contains all of them that are primitive words. Derivatives are omitted, because their past tense and perfect participle are generally formed like the past tense and perfect participle of the verbs from which they are derived; as, outbid, unbind, overdo, overcome, overlay, undertake, foretell, foreshow, bespeak, rebuild, withdraw, withhold, withstand, etc.

TRANSITIVE & INTRANSITIVE VERBS.

In regard to the construction of sentences, verbs are divided into two classes; transitive and intransitive.

A transitive verb is a verb that expresses a transition of thought or action.

An intransitive verb is a verb that does not express a transition of thought or action.

R.—Mr. Smith, will you tell us what you mean by transition of thought?

Mr. S.—When James moves that book, there is a transition of action, because the action passes from James to the book; and when we think what he does

to the book, there is a transition of thought, because the thought follows the action and passes from James to the book. *Moves* is therefore a transitive verb expressing a transition of thought. But when we say James walks, the thought is confined to its subject James, because the action is confined to the actor, and *walks* does not express a transition of thought or action. It is therefore an intransitive verb.

When a verb expresses what we think a person or thing does or did or will do to another, or what we think is done or was done or will be done to the person or thing that we are thinking of, it is transitive; as, "John *throws* the ball. The ball *is thrown* by John. Henry *broke* my slate. My slate *was broken* by Henry. The teacher *will punish* him. He *will be punished* by the teacher." All verbs that are not transitive are called intransitive verbs; as, "Birds *sing*, grass *grows*, flowers *bloom*, trees *blossom*. We *work*, we *play*, we *run*, we *walk*, we *stand*, we *sit*, we *sleep*."

Every transitive verb expresses a transition of thought; but some transitive verbs do not express any transition of action. Give us a few examples of such transitive verbs.

H.—James *resembles* his father. *Do* you *remember* him? We *have* a large library, which *contains* some excellent books. How *do* you *like* our school? I *admire* this landscape. I *hear* soft music. I *smell* sweet odors. I *love* them that *love* me, and those that *seek* me early *shall find* me. *Do* you *see* that horse? Who *owns* him? *Avoid* his heels: he *may kick* you.

Mr. S.—Though there is no real transition of action expressed by any of these verbs, there is an actual transition of thought expressed by every one of them.

Verbs have six kinds of variations; voices, moods, tenses, participles, numbers, and persons.

VOICES.

Voice is a particular form of a transitive verb which shows whether the transition of thought or action is from the subject or to it.

Transitive verbs have two voices; the active and the passive.

The active voice is that form which shows that the transition is from the subject to an object.

The passive voice is that form which shows that the transition is to the subject.

The following definitions are less comprehensive, but more explicit. Use whichever you prefer.

Voice is a particular form of a transitive verb which shows whether the action passes from the subject or to it.

The active voice is that form which expresses an action done by the subject to an object.

The passive voice is that form which expresses an action done to the subject.

I can make you understand the voices better by good practical exercises than by any definitions. Tell me what any persons or things that you are thinking of, do, or did, or will do, or may do, or may have done to any other persons or things;* and the verbs you use will be in the active voice.

* This is liable to all the variations of mood and tense.

T.—Men build cities. They buy and sell goods. Columbus discovered America. I have lost my knife. Hannibal might have taken Rome.

Mr. S.—Now tell me what is done to any persons or things that you are thinking of, or what was done, or will be done, or may be done, or might have been done to them; and the verbs you use will be in the passive voice.

G.—Cities are built. Goods are bought and sold. America was discovered by Columbus. My knife has been lost by me. Rome might have been taken by Hannibal.

Mr. S.—Change the transitive verbs that I use from the active voice to the passive, and from the passive to the active.

I *rock* this chair. I *drop* my book. I *roll* the ball.

E.—The chair *is rocked* by me. My book *is dropped* by me. The ball *is rolled* by me.

This chair *rocks*. My book *drops*. The ball *rolls*.

R.—*Rocks*, *drops*, and *rolls* are here used as intransitive verbs, and therefore they cannot be changed to the passive voice: intransitive verbs cannot be varied by voice, because they have no voice.

The trees *are shaken* and their branches *are waved* by the wind.

W.—The wind *shakes* the trees and *waves* their branches.

The trees *shake* and their branches *wave*.

H.—*Shake* and *wave* are intransitive verbs in this sentence, and therefore they cannot be changed to the

active or the passive voice: they have no voice in this sentence.*

My knife broke. John broke my knife. The earth moves. Who moves the earth? The ice melts. What melts the ice? It is melted by the sun. Water freezes. By what is water frozen? Cold weather freezes it. He struck me. I struck at him and missed him. They are so lazy that they can hardly stir. We must stir them up. He was animated with hope; he was incited by desire. Some can write better than they can speak. Who wrote these letters? They were written by Junius. But who can tell us who he was? We eat and drink too much. We must eat and drink, or starve.

As he passed along, his ears were delighted with the morning song of the bird of paradise; he was fanned by the last flutters of the sinking breeze, and sprinkled with dew from groves of spices. He sometimes contemplated the towering height of the oak, monarch of the hills; and sometimes caught the gentle fragrance of the primrose, eldest daughter of the spring: all his senses were gratified, and all care was banished from his heart.

MOODS.

Mood is a distinction of verbs in regard to the manner in which actions and events are considered, and thoughts are expressed.

There are five moods; the indicative, the potential, the subjunctive, the imperative, and the infinitive.

* See my "Inductive and Progressive English Grammar," pages 143–146.

The indicative mood simply indicates an action or event.

The potential mood denotes the possibility or necessity of an action or event, or the liberty, power, will, or obligation of the subject in regard to it.

The subjunctive mood denotes the subjoining of one thought to another, so as to represent the action or event as doubtful or conditional.

The imperative mood denotes a command or request, or permission.

The infinitive mood is a certain form of a verb that denotes a dependent thought, and is not limited by number and person.

TENSES.

Tense is a distinction of verbs in regard to time.

There are six tenses: the present, the past, and the future; the perfect, the past-perfect, and the future-perfect.

The present tense denotes present time.

The past tense denotes past time.

The future tense denotes future time.

The perfect tense denotes the present completion of a period of time.

The past-perfect tense denotes the past completion of a period of time.

The future-perfect tense denotes the future completion of a period of time.

PARTICIPLES.

A participle is a certain form of a verb that expresses a collateral thought, and is united in sense to another verb without a connective.

There are three participles; the present, the perfect, and the past-perfect.

The present participle denotes an unfinished action or event.

The perfect participle denotes a finished action or event.

The past-perfect participle denotes the completion of an action or event before a specified point of time.

H.—What is a finite verb?

Mr. S.—It is a verb that has number and person.

Infinitives and participles are not finite verbs, because they have no number nor person.

The number and person of a verb are the variations which it has, in form or sense, to agree with its subject.

CONJUGATION.

The conjugation of a verb is a regular arrangement of all its variations.

E.—Can all our verbs be conjugated?

Mr. S.—All but a very few, which are called defective verbs and impersonal or unipersonal verbs.

J.—I have never seen a dozen verbs conjugated in any of the grammars that I have studied.

Mr. S.—The conjugation of a verb in your gram-

mars is presented as a model for the conjugation of any other similar verb. Now find the conjugation of the verb *rule* in your grammars, and I will conjugate any regular transitive verb according to that model.

R.—Conjugate the regular transitive verb *love.*

Mr. S.—While I am conjugating it, compare it with the conjugation of any regular transitive verb in your grammars, and see how it agrees with the model.

PRINCIPAL PARTS.

Present Tense.	*Past Tense.*	*Pres. Part.*	*Perf. Part.*
Love.	Loved.	Loving.	Loved.

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.		*Plural.*	
1*st pers.*	I love,	1*st pers.*	We love,
2*d pers.*	Thou lovest,	2*d pers.*	You love,
3*d pers.*	He loves;	3*d pers.*	They love.

Verbs in the third person singular in this tense and the auxiliary *has* in the perfect tense formerly ended in *th* instead of *s;* as, "He *loveth,* he *hath* loved." But this form is now obsolete, except in Scripture and the solemn style.

PAST TENSE.

Singular.	*Plural.*
1. I loved,	1. We loved,
2. Thou lovedst,	2. You loved,
3. He loved;	3. They loved.

FUTURE TENSE.

Singular.	*Plural.*
1. I shall or will love,	1. We shall or will love,
2. Thou shalt or wilt love,	2. You shall or will love,
3. He shall or will love;	3. They shall or will love.

PERFECT TENSE.

Singular.	*Plural.*
1. I have loved,	1. We have loved,
2. Thou hast loved,	2. You have loved,
3. He has loved;	3. They have loved.

PAST-PERFECT TENSE.

Singular.	*Plural.*
1. I had loved,	1. We had loved,
2. Thou hadst loved,	2. You had loved,
3. He had loved;	3. They had loved.

FUTURE-PERFECT TENSE.

Singular.	*Plural.*
1. I shall have loved,	1. We shall have loved,
2. Thou wilt have loved,	2. You will have loved,
3. He will have loved;	3. They will have loved.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. I may love,	1. We may love,
2. Thou mayst love,	2. You may love,
3. He may love;	3. They may love.

PAST TENSE.

Singular.	*Plural.*
1. I might love,	1. We might love,
2. Thou mightst love,	2. You might love,
3. He might love;	3. They might love.

PERFECT TENSE.

Singular.	*Plural.*
1. I may have loved,	1. We may have loved,
2. Thou mayst have loved	2. You may have loved,
3. He may have loved;	3. They may have loved.

PAST-PERFECT TENSE.

Singular.	*Plural.*
1. I might have loved,	1. We might have loved,
2. Thou mightst have loved,	2. You might have loved,
3. He might have loved;	3. They might have loved.

Can and *must* may be used as auxiliaries in the present tense of this mood, and in the perfect tense; and *could*, *would*, and *should*, in the past tense and the past-perfect; as, "I can love, I must love; I can have loved, I must have loved; I could love, I would love, I should love; I could have loved, I would have loved, I should have loved."

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. If I love,	1. If we love,
2. If thou love,	2. If you love,
3. If he love;	3. If they love.

The other tenses have the same form as in the indicative mood, except the future-perfect. If we repeat those tenses of the indicative mood with *if* prefixed, we shall put them into the subjunctive mood; thus,

PAST TENSE.

Singular.	*Plural.*
1. If I loved,	1. If we loved,
2. If thou lovedst,	2. If you loved,
3. If he loved;	3. If they loved.

FUTURE TENSE.

Singular.	*Plural.*
1. If I shall or will love,	1. If we shall or will love,
2. If thou shalt or wilt love,	2. If you shall or will love,
3. If he shall or will love;	3. If they shall or will love.

PERFECT TENSE.

Singular.	*Plural.*
1. If I have loved,	1. If we have loved,
2. If thou hast loved,	2. If you have loved,
3. If he has loved;	3. If they have loved.

PAST-PERFECT TENSE.

Singular.	*Plural.*
1. If I had loved,	1. If we had loved,
2. If thou hadst loved,	2. If you had loved,
3. If he had loved;	3. If they had loved.

FUTURE-PERFECT TENSE.

Singular.	*Plural.*
1. If I shall have loved,	1. If we shall have loved,
2. If thou shalt have loved,	2. If you shall have loved,
3. If he shall have loved;	3. If they shall have loved.

IMPERATIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
2. Love, or love thou;	2. Love, or love ye.

INFINITIVE MOOD.

Present Tense.	*Perfect Tense.*
To love;	To have loved.

PARTICIPLES.

Present.	*Perfect.*	*Past-perfect.*
Loving;	Loved;	Having loved.

PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. I am loved,	1. We are loved,
2. Thou art loved,	2. You are loved,
3. He is loved;	3. They are loved.

PAST TENSE.

Singular.	*Plural.*
1. I was loved,	1. We were loved,
2. Thou wast loved,	2. You were loved,
3. He was loved ;	3. They were loved.

FUTURE TENSE.

Singular.	*Plural.*
1. I shall or will be loved,	1. We shall or will be loved,
2. Thou shalt or wilt be loved,	2. You shall or will be loved,
3. He shall or will be loved ;	3. They shall or will be loved.

PERFECT TENSE.

Singular.	*Plural.*
1. I have been loved,	1. We have been loved,
2. Thou hast been loved,	2. You have been loved,
3. He has been loved ;	3. They have been loved.

PAST-PERFECT TENSE.

Singular.	*Plural.*
1. I had been loved,	1. We had been loved,
2. Thou hadst been loved,	2. You had been loved,
3. He had been loved ;	3. They had been loved.

FUTURE-PERFECT TENSE.

Singular.	*Plural.*
1. I shall have been loved,	1. We shall have been loved,
2. Thou wilt have been loved,	2. You will have been loved,
3. He will have been loved ;	3. They will have been loved.

POTENTIAL MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. I may be loved,	1. We may be loved,
2. Thou mayst be loved,	2. You may be loved,
3. He may be loved ;	3. They may be loved.

PAST TENSE.

Singular.	*Plural.*
1. I might be loved,	1. We might be loved,
2. Thou mightst be loved,	2. You might be loved,
3. He might be loved;	3. They might be loved.

PERFECT TENSE.

Singular.	*Plural.*
1. I may have been loved,	1. We may have been loved,
2. Thou mayst have been loved,	2. You may have been loved,
3. He may have been loved;	3. They may have been loved.

PAST-PERFECT TENSE.

Singular.	*Plural.*
1. I might have been loved,	1. We might have been loved,
2. Thou mightst have been loved,	2. You might have been loved,
3. He might have been loved;	3. They might have been loved.

SUBJUNCTIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
1. If I be loved,	1. If we be loved,
2. If thou be loved,	2. If you be loved,
3. If he be loved;	3. If they be loved.

This may be properly called the elliptical future tense, because it denotes future time with *shall* or *should* understood. When a verb in the subjunctive mood denotes present time, it has the same form as in the present tense of the indicative mood; as, "If I am loved, if thou art loved, if he is loved, if we are loved," etc.

PAST TENSE.

Singular.	*Plural.*
1. If I were loved,	1. If we were loved,
2. If thou wert loved,	2. If you were loved,
3. If he were loved;	3. If they were loved.

This is the form of the past tense indefinite, which is used to denote present, past, or future time. The past tense definite has the same form as the past tense of the indicative mood; as, "If I was loved, if thou wast loved, if he was loved." The other tenses of the subjunctive mood are similar in form to the corresponding tenses of the indicative, except the future-perfect, which requires *shall* instead of *will* in the second and the third person. Now repeat these four tenses of the indicative mood with *if* prefixed, and you will put the verb into the subjunctive mood; as, "If I shall or will be loved, if I have been loved, if I had been loved, if I shall have been loved," etc. The potential mood may be changed to the subjunctive in the same manner; as, "If I can be loved, if I could be loved," etc.

IMPERATIVE MOOD.

PRESENT TENSE.

Singular.	*Plural.*
2. Be loved, or Be thou loved.	2. Be loved, or Be ye loved.

INFINITIVE MOOD.

Present Tense.	*Perfect Tense.*
To be loved;	To have been loved.

PARTICIPLES.

Present.	*Perfect.*	*Past-perfect.*
Being loved;	Loved;	Having been loved.

E.—Conjugate the irregular intransitive verb *to be.*

Mr. S.—We have used it as an auxiliary to help conjugate *love* through all the moods and tenses of the passive voice. Just take away the perfect participle *loved*, and see what we shall have left.

E.—There is nothing left but *be*, conjugated as a principal verb through all the moods and tenses.

In regard to conjugation, verbs are divided into three classes; principal, auxiliary, and defective.

A principal verb is one that can be conjugated through all the moods and tenses.

An auxiliary verb is one that is used to help conjugate principal verbs.

A defective verb is one that can not be conjugated through all the moods and tenses.

The auxiliaries, *be*, *do*, and *have*, are often used as principal verbs; and all of the defective verbs except *beware*, *ought*, and *quoth*, are used as auxiliaries.

I will now conjugate *be* as a principal verb in the singular number and first person. This will give you a general view of all its moods and tenses, which is commonly called a synopsis.

PRINCIPAL PARTS.

Be,	Was,	Being,	Been.

Indicative Mood: I am, I was, I shall or will be, I have been, I had been, I shall have been. *Potential Mood:* I may, can, or must be; I might, could, would, or should be; I may, can, or must have been; I might, could, would, or should have been. *Subjunctive Mood:* If I be, if I were, if I shall or will be, if I have been, if I had been, if I shall have been. *Imperative Mood:* Be, or be thou. *Infinitive Mood:* To be, to have been. *Participles:* Being, been, having been.

Compare this with the conjugation of the regular transitive verb *love*, and tell me how we form the passive voice.

J.—We form the passive voice of a transitive verb by adding its perfect participle to the verb *to be*.

Mr. S.—I will now conjugate *speak* in the progressive form, singular number and third person.

PRINCIPAL PARTS.

Speak, Spoke, Speaking, Spoken.

Indic.: He is speaking, he was speaking, he shall or will be speaking, he has been speaking, he had been speaking, he will have been speaking. *Poten.:* He may, can, or must be speaking; he might, could, would, or should be speaking; he may, can, or must have been speaking; he might, could, would, or should have been speaking. *Subjunc.:* If he be speaking, if he were speaking, if he shall or will be speaking, if he has been speaking, if he had been speaking, if he shall have been speaking. *Imper.:* Be speaking, or be thou speaking. *Infin.:* To be speaking, to have been speaking. *Part.:* ———, ———, Having been speaking.

We conjugate a verb in the progressive form by adding its present participle to the verb *to be* in all its variations.

A verb in the progressive form denotes the progression or continuance of an action.

Here is the synopsis of the irregular transitive verb *have* in the active voice.

PRINCIPAL PARTS.

Have, Had, Having, Had.

Indic.: We have, we had, we shall or will have, we have had, we had had, we shall have had. *Poten.:* We may, can, or must

have; we might, could, would, or should have; we may, can, or must have had; we might, could, would, or should have had. *Subjunc.:* If we have, if we had, if we shall or will have, if we have had, if we had had, if we shall have had. *Imper.:* Have, or have ye or you. *Infin.:* To have, to have had. *Part.:* Having, had, having had.

Mr. S.—Now take particular notice how these verbs are conjugated. Then tell me how many tenses there are in every mood, and what auxiliaries are used as the signs of the different moods and tenses.

J.—The indicative mood has six tenses. The present and the past tense have no auxiliaries in the active voice and common form. *Shall* or *will* is the sign of the future tense; *have, hast* or *has* is the sign of the perfect tense; *had* or *hadst* is the sign of the past-perfect tense, and *shall have* or *will have* is the sign of the future-perfect.

R.—The potential mood has four tenses. *May, can,* or *must,* is the sign of the present tense; *might, could, would,* or *should,* is the sign of the past tense; *may have, can have,* or *must have,* is the sign of the perfect tense; and *might have, could have, would have,* or *should have,* is the sign of the past-perfect.

E.—The subjunctive mood has six tenses and the same auxiliaries as the indicative. *If, lest, except, unless,* or *whether,* placed before the verb and its subject, is the sign of the subjunctive mood.

P.—The imperative mood has but one tense. It is used to command or request, and has no particular sign.

H.—The infinitive mood has two tenses. *To* is the sign of the present tense, and *to have* is the sign of the perfect tense.

M.—In the active voice, *ing* added to the present

tense is the sign of the present participle. It is also the sign of the present participle of intransitive verbs. The sign of the perfect participle and past tense of all regular verbs is *ed* at the end of them. In the passive voice, *being*, placed before the perfect participle, is the sign of the present participle, and *having been* is the sign of the past-perfect participle.

EXERCISE IN PARSING VERBS.

Mr. S.—Select the verbs in the sentences I give you, and tell whether they are regular or irregular, transitive or intransitive, and mention all their variations; the voice of each transitive verb, the mood and tense or participle of every verb, and the number and person of every verb except infinitives and participles: then tell me their principal parts.

I ring the bell. I do ring the bell. I am ringing the bell. The bell has been rung. The bell rings. The bells are ringing.

J.—Ring is an irregular transitive verb, in the active voice, indicative mood and present tense, singular number and first person. The principal parts are, ring, rung or rang, ringing, and rung.

Do ring is an irregular transitive verb, in the active voice and emphatic form, indicative mood and present tense, singular number and first person.

Am ringing is an irregular transitive verb, in the active voice and progressive form, indicative mood and present tense, singular number and first person.

Has been rung is an irregular transitive verb, in the passive voice, indicative mood and perfect tense, singular number and third person.

Rings is an irregular intransitive verb, in the indicative mood and present tense, singular number and third person.

Are ringing is an irregular intransitive verb, in the progressive form, indicative mood and present tense, plural number and third person.

Mr. S.—Why is *do ring* in the singular number and first person?

J.—Because its subject *I* is.

Mr. S.—Why is *rings* in the singular number and third person?

J.—Because its subject *bell* is.

Mr. S.—Why is *are ringing* in the plural number and third person?

J.—Because its subject *bells* is: every finite verb must be in the same number and person that its subject is in. We cannot very often tell the number and person of English verbs without observing their subjects; for they have not a variation in form, like Latin verbs, for every number and person.

I will now give you a synopsis of this verb in its different forms, first as a transitive and then as an intransitive verb. The principal parts I have already given.

ACTIVE VOICE.

Indic.: I ring or *do* ring the bell, I rung or rang, or I *did* ring the bell, I shall or will ring the bell, I have rung the bell, I had rung the bell, I shall have rung the bell. *Poten.:* I may, can, or must ring the bell; I might, could, would, or should ring the bell; I may, can, or must have rung the bell; I might, could, would, or should have rung the bell. *Subjunc.:* If I ring or *do* ring the bell; if I rung or rang, or *did* ring the bell; if I shall or will ring the bell; if I have rung the bell; if I had rung the bell; if I shall have rung the bell. *Imper.:* Ring the bell, or

do ring the bell. *Infin.:* To ring the bell, to have rung the bell. *Part.:* Ringing the bell, rung,* having rung the bell.

PROGRESSIVE FORM.

Indic.: I am ringing the bell, I was ringing the bell, I shall or will be ringing the bell, I have been ringing the bell, I had been ringing the bell, I shall have been ringing the bell. *Poten.:* I may, can, or must be ringing the bell; I might, could, would, or should be ringing the bell; I may, can, or must have been ringing the bell; I might, could, would, or should have been ringing the bell. *Subjunc.:* If I be ringing or am ringing the bell, if I were or was ringing the bell, if I shall or will be ringing the bell, if I have been ringing the bell, if I had been ringing the bell, if I shall have been ringing the bell. *Imper.:* Be ringing or *do* be ringing the bell. *Infin.:* To be ringing the bell, to have been ringing the bell. *Part.:* ———, ———. Having been ringing the bell.†

PASSIVE VOICE.

Indic.: The bell is rung, it was rung, it shall or will be rung, it has been rung, it had been rung, it will have been rung. *Poten.:* It may, can, or must be rung; it might, could, would, or should be rung; it may, can, or must have been rung; it might, could, would, or should have been rung. *Subjunc.:* If it be rung or is rung, if it were rung or was rung, if it shall or will be rung, if it has been rung, if it had been rung, if it shall have been rung. *Imper.:* Be rung or *do* be rung. *Infin.:* To be rung, to have been rung. *Part.:* Being rung, rung, having been rung.

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* The perfect participle is never used alone in the active voice. It is used with auxiliaries before it to form the perfect tense, the past-perfect, and the future-perfect.

† Let your pupils sometimes conjugate a transitive verb in this manner, with its object after it in the active voice; and then let them use the object of the verb in the active voice as the subject in the passive voice. Let them conjugate verbs affirmatively, negatively, and interrogatively, in all their forms.

INTRANSITIVE.

Indic.: The bell rings, it rung or rang, it shall or will ring, it has rung, it had rung, it will have rung. *Poten.:* It may, can, or must ring; it might, could, would, or should ring; it may, can, or must have rung; it might, could, would, or should have rung. *Subjunc.:* If it ring or rings, if it rung or rang, if it shall or will ring, if it has rung, if it had rung, if it shall have rung. *Imper.:* Ring or do ring. *Infin.:* To ring, to have rung. *Part.:* Ringing, rung, having rung.

PROGRESSIVE FORM.

Indic.: The bells are ringing, they were ringing, they shall or will be ringing, they have been ringing, they had been ringing, they will have been ringing. *Poten.:* They may, can, or must be ringing; they might, could, would, or should be ringing; they may, can, or must have been ringing; they might, could, would, or should have been ringing. *Subjunc.:* If they be ringing or are ringing, if they were ringing, if they shall or will be ringing, if they have been ringing, if they had been ringing, if they shall have been ringing. *Imper.:* Be ringing, or do be ringing. *Infin.:* To be ringing, to have been ringing. *Part.:* ———, ———, Having been ringing.

J.—I have conjugated this verb affirmatively in every form. I will now conjugate it negatively; and then I will conjugate it interrogatively.

ACTIVE VOICE.

Indic.: We do not ring the bell, we did not ring it, we shall not or will not ring it, we have not rung it, we had not rung it, we shall not have rung it. *Poten.:* We may, can, or must not ring the bell; we might, could, would, or should not ring it; we may, can, or must not have rung it; we might, could, would, or should not have rung it. *Subjunc.:* If we do not ring the bell, if we did not ring it, if we shall not or will not ring it, if we have not rung it, if we had not rung it, if we shall not have rung it. *Imper.:* Do not ring the bell. *Infin.:* Not to ring the bell, not to have rung it. *Part.:* Not ringing the bell, ———, not having rung it.

PASSIVE VOICE.

Indic.: The bell is not rung, it was not rung, it shall not or will not be rung, it has not been rung, it had not been rung, it will not have been rung. *Poten.:* The bell may, can, or must not be rung; it might, could, would, or should not be rung; it may, can, or must not have been rung; it might, could, would, or should not have been rung. *Subjunc.:* If the bell be not or is not rung, if it were not or was not rung, if it shall not or will not be rung, if it has not been rung, if it had not been rung, if it will not have been rung. *Imper.:* Be not rung, or do not be rung. *Infin.:* Not to be rung, not to have been rung. *Part.:* Not being rung, not rung, not having been rung.

ACTIVE VOICE.

Indic.: Do you ring the bell? did you ring it? will you ring it? have you rung it? had you rung it? will you have rung it? *Poten.:* Can you ring the bell? could you ring it? can you have rung it? could you have rung it?

PASSIVE VOICE.

Indic.: Is the bell rung? was it rung? will it be rung? has it been rung? had it been rung? will it have been rung? *Poten.:* Can the bell be rung? could it be rung? can it have been rung? could it have been rung?

Verbs can be conjugated interrogatively in no other mood than the indicative and the potential; for without these moods we cannot ask a question.

Mr. S.—You may now apply a rule of syntax to every verb that you parse.

They had bravely died to save their country.

E.—*Had died* is a regular intransitive verb, in the indicative mood and past-perfect tense, plural number and third person; agreeing with its subject *they*, according to Rule VIII. The principal parts are, die, died, dying, and died.

To save is a regular transitive verb, in the active voice, infinitive mood and present tense; relating to *they* as its subject, and depending on *had died*.—Rule IX. The principal parts are, save, saved, saving, and saved.

He has appointed us to do his work.

P.—*Has appointed* is a regular transitive verb, in the active voice, indicative mood and perfect tense, singular number and third person; agreeing with its subject *he*.—Rule VIII. The principal parts are, appoint, appointed, appointing, and appointed.

To do is an irregular transitive verb, in the active voice, infinitive mood, and present tense; relating to *us* as its subject, and depending on *has appointed*.—Rule IX. The principal parts are, do, did, doing, and done.

M.—How can *us* be the subject of *to do?* Must not the subject of a verb be in the nominative case?

Mr. S.—The subject of a finite verb must always be in the nominative case; but the subject of an infinitive or a participle is sometimes in the objective case.

J.—Are infinitives and participles verbs?

Mr. S.—Yes; they are verbs in the infinitive mood, and in the participles. They are not distinct parts of speech, but variations of verbs. We call them infinitives and participles for the sake of brevity, as we call nouns and pronouns in different cases, nominatives, possessives, and objectives; and adjectives in the comparative and superlative degrees, comparatives and superlatives.

The sun was darkened; the birds flew about astonished; the beasts ran howling from the hills.

H.—*Was darkened* is a regular transitive verb, in the passive voice, indicative mood and past tense, singular number and third person; agreeing with its subject *sun*.—Rule VIII. The principal parts are, darken, darkened, darkening, and darkened.

Flew is an irregular intransitive verb, in the indicative mood and past tense, plural number and third person; agreeing with its subject *birds*.—Rule VIII. The principal parts are, fly, flew, flying, and flown.

Astonished is a regular transitive verb, in the passive voice and perfect participle; relating to *birds* as its subject.—Rule X. The principal parts are, astonish, astonished, astonishing, and astonished.

Ran is an irregular intransitive verb, in the indicative mood and past tense, plural number and third person; agreeing with its subject *beasts*.—Rule VIII. The principal parts are, run, ran or run, running, and run.

Howling is a regular intransitive verb, in the present participle; relating to *beasts* as its subject.—Rule X. The principal parts are howl, howled, howling, and howled.

What must I do to be saved?

R.—Must do is an irregular transitive verb, in the active voice, potential mood and present tense, singular number and first person; agreeing with its subject *I*.—Rule VIII.

To be saved is a regular transitive verb, in the passive voice, infinitive mood and present tense; relating to *I* as its subject and depending on *must do*.—Rule IX.

Seek ye the Lord while he may be found.

M.—Seek is an irregular transitive verb, in the active voice, imperative mood and present tense, plural number and second person; agreeing with its subject *ye*.—Rule VIII. The principal parts are, seek, sought, seeking, and sought.

May be found is an irregular transitive verb, in the passive voice, potential mood, and present tense, singular number and third person; agreeing with its subject *he*.—Rule VIII. The principal parts are, find, found, finding, and found.

Except ye repent, ye shall all likewise perish.

D.—Repent is a regular intransitive verb, in the subjunctive mood and present tense, plural number and second person;

agreeing with its subject *ye*.—Rule VIII. The principal parts are, repent, repented, repenting, and repented.

Shall perish is a regular intransitive verb, in the indicative mood and future tense, plural number and second person; agreeing with its subject *ye*.—Rule VIII. The principal parts are, perish, perished, perishing, and perished.

Beware of false prophets, who come to you in sheep's clothing.

Beware is an irregular intransitive defective verb, in the imperative mood and present tense, plural number and second person; agreeing with its subject *ye* or *you*, understood.—Rule VIII. This verb lacks some of the principal parts: it has no past tense and no participles.

Come is an irregular transitive verb, in the indicative mood and present tense, plural number and third person; agreeing with its subject *who*.—Rule VIII. The principal parts are, Come, came, coming, and come.

Art thou too fallen? Do we see
Thy mighty ones as low as we?

G.—Art fallen is an irregular intransitive verb, in the passive form, indicative mood and present tense, singular number and second person; agreeing with its subject *thou*.—Rule VIII. The principal parts are, fall, fell, falling, and fallen.

Do see is an irregular transitive verb, in the active voice, indicative mood and present tense, plural number and first person; agreeing with its subject *we*.—Rule VIII. The principal parts are, see, saw, seeing, and seen.

I will now conjugate these verbs interrogatively; one in the singular number and second person, and the other in the plural number and first person; just as they are used in these sentences.

Indic.: Art thou fallen? wast thou fallen? shalt or wilt thou be fallen? hast thou been fallen? hadst thou been fallen? wilt

thou have been fallen? *Poten.:* Mayst, canst, or must thou be fallen? mightst, couldst, wouldst, or shouldst thou be fallen? mayst, canst, or must thou have been fallen? mightst, couldst, wouldst, or shouldst thou have been fallen?

ACTIVE VOICE.

Indic.: Do we see? did we see? shall or will we see? have we seen? had we seen? shall we have seen? *Poten.:* May, can, or must we see? might, could, would, or should we see? may, can, or must we have seen? might, could, would, or should we have seen?

PASSIVE VOICE.

Indic.: Are we seen? were we seen? shall or will we be seen? have we been seen? had we been seen? shall we have been seen? *Poten.:* May, can, or must we be seen? might, could, would, or should we be seen? may, can, or must we have been seen? might, could, would, or should we have been seen?

Parse the verbs in these sentences:

The sun shines, it is shining. The grass grows, it is growing. I rock this chair, I am rocking the chair, it is rocked, it rocks, it is rocking. They melted the ore, they were melting the ore, it was melted, it melted, it was melting. If you will open the door, I will come in. Do open the door. It shall be opened, if it can be opened. I have tried to open it; but it will not open. It is locked, and the key is gone. I can't open it. I ought to have taken better care of the key. What shall we do? Something must be done.

Think before you speak, and stop speaking when you have said all that you have to say. Avoid speaking evil of the absent. Leave off smoking and chewing tobacco. Felix, willing to show the Jews a pleasure, left Paul bound. She died without regret—regretted by all. Having lived a virtuous life, I wish to die a natural

death. Lovest thou me? Feed my sheep. Follow thou me. Cease to do evil. Next week I shall have been here six months. The harvest is past, the summer is ended, and we are not saved. Arise, shine; for thy light is come, and the glory of the Lord is risen upon thee. Hast thou appealed unto Cæsar? unto Cæsar shalt thou go. This man might have been set at liberty, if he had not appealed unto Cæsar.

Although the vine its fruit deny,
  Although* the olive yield no oil,
The withering fig-tree droop and die,
  The fields elude the tiller's toil,
The empty stall no herd afford,
  And perish all the bleating race,
Yet will I triumph in the Lord—
  The God of my salvation praise.

PROMISCUOUS EXERCISE.

Mr. S.—Tell me the construction of these sentences, and parse them.

Emma broke my slate and gave me hers.

W.—*Emma* is the subject of *broke* and *gave*, *slate* is the object of *broke*, and *hers* is the object of *gave*, *my* is in the possessive case, and *me* is the object of *to*, understood.

As *hers* is equivalent in sense to *her slate*, it represents the name of the possessor and also the name of the thing possessed: it stands for *Emma's slate*, and is in the possessive case and also in the objective.

F.—Is not *slate* understood after *hers?*

W.—If it is understood after *hers*, it can be properly supplied. Let us see. "Emma broke my slate and

* *Although*, as well as *though*, is sometimes the sign of the subjunctive mood.

gave me hers slate." Is this good English? Don't you see that *slate* is represented by *hers* and not understood after it?

Emma is a proper noun, in the feminine gender, singular number, third person, and nominative case; the subject of the verbs *broke* and *gave*.—Rule I.

Broke and *gave* are irregular transitive verbs, in the active voice, indicative mood and past tense, singular number and third person; agreeing with their subject *Emma*.—Rule VIII. The principal parts are, break, broke, breaking, and broken; give, gave, giving, and given.

My is a personal pronoun, in either gender, singular number, first person, and possessive case; denoting the possession of *slate*.—Rule III.

Slate is a common noun, in neither gender, singular number, third person, and objective case; the object of *broke*.—Rule II.

And is a connective; connecting "gave me hers" to "broke my slate."—Rule XIII.

Me is a personal pronoun, in either gender, singular number, first person, and objective case; the object of *to*, understood.—Rule II.

Hers is a personal pronoun, standing for *Emma's slate*, in the feminine gender, singular number, third person, and possessive case, in form; but in neither gender, singular number, third person, and objective case, in construction; the object of *gave*.—Rule II.

Boys, the girls have recited their lesson correctly; but yours is very imperfect. Ours is harder than theirs.

R.—The case of *boys* depends on no other word; *girls* is the subject of *have recited*, and *lesson* is the object; *their* is in the possessive case, and *yours* is the subject of *is*; *ours* is the subject of *is*, and *theirs* is the subject of *is*, understood. *Yours* is equivalent in sense to *your lesson*, and is in the possessive case and also in the nominative. *Ours* and *theirs* are equivalent in sense to *our lesson* and *their lesson*. Here *our* stands for *boys*, and *their* stands for *girls*.

Boys is a common noun, in the masculine gender, plural number, second person, and nominative case independent.—Rule V.

The is a common adjective; belonging to *girls*.—Rule VII.

Girls is a common noun, in the feminine gender, plural number, third person, and nominative case; the subject of *have recited*.—Rule I.

Have recited is a regular transitive verb, in the active voice, indicative mood and perfect tense, plural number and third person; agreeing with its subject *girls*.—Rule VIII. The principal parts are recite, recited, reciting, and recited.

Their is a personal pronoun, in the feminine gender and plural number; agreeing with its antecedent *girls*.—Rule VI.; in the third person and possessive case; denoting the possession of *lesson*.—Rule III.

Lesson is a common noun, in neither gender, singular number, third person, and objective case; the object of *have recited*.—Rule II.

Correct'ly is an adverb of manner; relating to *have recited*.—Rule XII.

But is a connective; connecting "yours is very imperfect" to "the girls have recited their lesson correctly."—Rule XIII.

Yours is a personal pronoun, standing for *your lesson*, in the masculine gender, plural number, second person, and possessive case, in form; but in neither gender, singular number, third person, and nominative case, in construction; the subject of *is*.—Rule I.

Is is an irregular intransitive verb, in the indicative mood and present tense, singular number and third person; agreeing with its subject *yours*.—Rule VIII. The principal parts are, be, was, being, and been.

Very is an adverb of degree; relating to *imperfect*.—Rule XII.

Imperfect is a common adjective, in the positive degree; belonging to *yours*.—Rule VII.

Ours is a personal pronoun, standing for *our lesson*, in the masculine gender, plural number, first person, and possessive case, in form; but in neither gender, singular number, third person, and nominative case, in construction; the subject of *is*.—Rule VIII.

Harder is a common adjective, in the comparative degree; belonging to *ours*.—Rule VII.

Than is a connective; connecting "theirs [is]" to "ours is harder."—Rule XIII.

Theirs is a personal pronoun, standing for *girls' lesson*, in the feminine gender, plural number, third person, and possessive case, in form; but in neither gender, singular number, third person, and nominative case, in construction; the subject of *is*, understood.—Rule I.

These books are mine.

F.—*Books* is the subject of *are*, and *mine* is in predication with *books*.

These is a common adjective; belonging to *books*.—Rule VII.

Books is a common noun, in neither gender, plural number, third person, and nominative case; the subject of *are*.—Rule I.

Are is an irregular intransitive verb, in the indicative mood and present tense, plural number, and third person; agreeing with its subject *books*.—Rule VIII. The principal parts are, be, was, being, and been.

Mine is a personal pronoun standing for *my books*, in either gender, singular number, first person, and possessive case, in form; but in neither gender, plural number, third person, and nominative case, in construction; in predication with *books*.—Rule IV.

J.—How can we distinguish the subject and the predicate?

Mr. S.—This is a logical distinction, of but little consequence in showing the grammatical construction of sentences. We can distinguish them very easily. Underscore the logical subject and call the rest of the sentence or clause the predicate, in this manner:

The mountains rose, and the rivers flowed. The sun and moon began their course in the skies.

Discretion is the perfection of reason, and a guide to

us in all the duties of life. A discreet man looks forward into futurity. His hopes are full of immortality; his schemes are large and glorious.

Am I my brother's keeper? Dust thou art, and unto dust shall thou return. So fades a summer cloud away. How can these things be? Is not this the Christ? Why will ye die? Follow thou me. Here we are.

Omar, the son of Hassan, had passed seventy-five years in honor and prosperity. Terrestrial happiness is of short continuance. The brightness of the flame is wasting its fuel; the fragrant flower is passing away in its own odors.

A barren island boasts his humble birth:
His fame for wisdom fills the spacious earth.

SENTENCES TO BE PARSED.

We must be just before we can be liberal.

Our laws resemble spiders' webs; which entangle feeble insects, and let the stronger ones escape.

"He who allows his son to be an idler," says the old proverb, "makes him a thief."

Early rising and steady habits promote health and prosperity. The sluggard, who expects Providence to help him, will be disappointed. Providence helps those that help themselves.

What a smiling aspect does the love of parents and children, of brothers and sisters, of friends and relations, give to every surrounding object and every returning day!

How many clear marks of benevolent intention appear everywhere around us! What a profusion of beauty and ornament is poured forth on the face of nature!

> This murderous chief, this ruthless man,
> This head of a rebellious clan,
> Hath led thee safe, through watch and ward,
> Far past Clan-Alpine's outmost guard.

CONVERSATION IV.

SYNTAX.

Mr. S.—We will now take a general view of sentences.

A sentence is such an expression of thought as makes complete sense.

Every sentence must contain a finite verb and a subject, either expressed or understood; which are called its principal parts.

Sometimes a sentence has three principal parts; the verb, its subject, and its object.

J.—We have been taught that a sentence has but two principal parts; the subject and the predicate.

E.—Is not the predicate always a verb?

Mr. S.—A verb is sometimes the whole predicate, but not very often. The predicate frequently consists of several parts of speech; for it includes the verb and its object and all their adjuncts; as, "My good old friend always lends me the best books in his library." In this

sentence, *my good old friend* is the logical subject, and *always lends me the best books in his library* is the predicate. Such an analysis of sentences as this is beyond the grammarian's province. It confounds the parts of speech, and mixes up grammar with logic so as to puzzle and confuse the learner.

In regard to their construction, sentences are divided into two classes; simple and compound.

A simple sentence is a sentence that contains but one finite verb.*

A compound sentence is a sentence that contains more than one finite verb, either expressed or understood.

A clause is a part of a compound sentence containing one finite verb and its subject, or more than one.

Clauses, as well as sentences, are either simple or compound. If a clause contains but one finite verb, it is simple; if it contains more than one, it is compound.

A phrase is an expression that consists of two or more parts of speech, but does not contain a finite verb and a subject.

A paragraph is the expression of an unbroken train of thought.

In regard to their use, sentences and clauses are divided into four classes; declarative, imperative, interrogative, and exclamatory. Clauses are also divided into two classes; principal and subordinate.

* See my "Inductive and Progressive English Grammar," pages 306–309.

A declarative sentence or clause is one that expresses a declaration.

An imperative sentence or clause is one that expresses a command or request, or permission.

An interrogatory sentence or clause is one that is used to ask a question.

An exclamatory sentence or clause is one that is used to express emotion.

A principal clause is an independent or leading clause.

A subordinate clause is a clause that depends upon another.

H.—Let us see your rules of syntax.

Mr. S.—Here they are. Commit them all to memory.

RULE I.—Nominatives.

The subject of a finite verb must be in the nominative case.

RULE II.—Objectives.

The object of a verb or preposition must be in the objective case.

RULE III.—Possessives.

A noun or pronoun that denotes possession or ownership must be in the possessive case.

RULE IV.—Same Cases.

A noun or pronoun in apposition or predication with another must agree with it in case.

RULE V.—Nominatives Independent.

A noun or pronoun whose case depends on no other word is in the nominative case independent.

RULE VI.—Pronouns.

A pronoun must agree with its antecedent in gender and number.

RULE VII.—Adjectives.

An adjective belongs to a noun or pronoun.

RULE VIII.—Finite Verbs.

A finite verb must agree with its subject in number and person.

RULE IX.—Infinitives.

An infinitive relates to a noun or pronoun as its subject, and generally depends on a verb or noun, an adjective or adverb.

RULE X.—Participles.

A participle relates to a noun or pronoun as its subject.

RULE XI.—Prepositions.

A preposition expresses the relation of its antecedent term to its object.

RULE XII.—Adverbs.

An adverb relates to a verb, an adjective, a preposition, or another adverb.

RULE XIII.—Connectives.

A connective connects words or phrases, clauses, sentences, or paragraphs.

RULE XIV.—Ellipsis.

Such words as weaken or encumber a sentence should be omitted; but none that are essential to its harmony, correctness, perspicuity, or strength.

RULE XV.—General Principles.

Every word should have the application, form, and construction, that are sanctioned by the best authority; and all the parts of a sentence should correspond to one another.

J.—Are these all the rules of syntax that you have?

Mr. S.—These are all the leading rules. I have some special rules subordinate to some of these, which I will now present as notes.

NOTES TO RULE I.

1. Every nominative that is not independent, or in apposition or predication with another, should be the subject of a verb.

2. When a verb in the active voice is followed by two objects, the direct object should be made the subject of the verb in the passive voice.*

NOTES TO RULE II.

1. Every transitive verb in the active voice and every preposition requires an object.

* See the examples under these and the following notes in my "Inductive and Progressive English Grammar," pages 231-240.

2. An intransitive verb does not admit an object, unless it is used transitively.

3. The object of a verb or preposition should not be so far separated from it as to produce ambiguity or inelegance.

4. A verb that has two objects generally retains one of them in the passive voice.

5. A verb in the active voice is sometimes followed by a direct object and an indirect one, which is generally considered the object of a preposition understood.

6. A verb sometimes appears to have two objects when both words signify the same person or thing, and one of them is therefore in apposition with the other.

7. Nouns denoting the time of an action or event, repetition, duration, extent of space or distance, direction, the measure of quantity or quality, or of excess, deficiency, or difference, are generally in the objective case without a preposition expressed.

NOTES TO RULE III.

1. Every noun and pronoun in the possessive case should have its proper form.

2. The sign of possession should be used immediately before the name of the thing possessed, either expressed or understood, and nowhere else.

3. When *of* with its object is equivalent in sense to a possessive, that form should be used which the perspicuity and arrangement of the sentence, as well as variety and euphony, require: a disagreeable repetition of either should be avoided by a proper intermixture of both, or by a different construction of the sentence.

4. For the sake of euphony, we omit the apostrophic *s*, but retain the apostrophe, in plural nouns ending with *s*, and in some singular nouns ending with the sound of *s*, especially in poetry, but not very often in prose, unless the following word begins with *s*.

NOTES TO RULE VI.

1. When a collective noun that is used as an antecedent expresses many as one whole, it requires a singular pronoun; but when it expresses many as individuals, it requires a plural pronoun.

2. Two or more antecedents taken together require a plural pronoun.

3. Two or more singular antecedents taken separately require a singular pronoun.

4. When antecedents or subjects that are taken together are in different persons, in making the pronoun or verb agree with them in the plural number, we prefer the second person to the third, and the first to either or both of the other persons.

5. When antecedents that are taken separately are in different genders, numbers, or persons, strict propriety requires the pronoun to agree with each antecedent separately.

6. *Who* is applied to persons, and to things personified; and *which*, to things not personified.

7. *That* is applied to persons and things. It is preferable to *who* or *which* when it is preceded by the interrogative *who*, by antecedents representing persons and things, by the adjective *same*, by a superlative, by an unlimited antecedent before a restrictive clause, and whenever the propriety of *who* or *which* is doubtful.

8. The connective pronouns, *who, which, that,* and *as,* must agree with their antecedents in person, as well as in gender and number, and verbs must agree with them accordingly.

9. When the subject and the predicate nominative are in different numbers or persons, and a pronoun is made to agree with either of them as its antecedent, that agreement must be preserved throughout the sentence.

10. The same antecedent must be represented by the same pronoun in the different parts of a sentence.

11. Such pronouns as the sense requires should be used, and be so placed as to prevent ambiguity or inelegance.

12. When the structure of the sentence will not allow a pronoun to be so placed as to show clearly what it represents, the antecedent should be repeated, or the sentence should be differently constructed.

NOTES TO RULE VII.

1. An adjective denoting unity or plurality and the noun to which it belongs must agree in number.

2. Such adjectives as the sense requires should be used; and none that are not essential to the perspicuity, strength, or harmony of the sentence.

3. Every adjective should be so placed as to show clearly to what it belongs, and best promote the perspicuity, strength, and elegance of the sentence.

4. Before a word beginning with a vowel sound euphony requires *an,* and *a* before a word beginning with a consonant sound.

5. An adjective should not be used for an adverb, nor an adverb for an adjective.

6. When the latter term of comparison excludes the former, the comparative degree should be used. But when the latter term of comparison includes the former, the superlative should be used.

7. Double comparatives and superlatives should be avoided.

8. Adjectives whose signification is not capable of increase or diminution, do not admit comparative terminations nor adverbs of degree.

NOTES TO RULE VIII.

1. When a collective noun that is used as a subject expresses many as one whole, it requires a singular verb; but when it expresses many as individuals, the verb must be plural.

2. A sentential subject or antecedent requires a singular verb or pronoun.

3. Two or more subjects taken together require a plural verb.

4. Two or more singular subjects taken separately require a singular verb.

5. When subjects that are taken separately are in different numbers or persons, the verb must agree with that which is placed nearest to it. But it is generally better to use the verb or its auxiliary with each subject.

6. Two or more nouns that signify the same person or thing can hardly be considered distinct subjects or antecedents: they are only different names, titles, or epithets, for the same subject or antecedent; and therefore they require singular verbs and pronouns.

7. Every finite verb must have a subject.

NOTES TO RULES IX AND X.

1. *To*, the sign of the infinitive, is omitted after *bid, let, make, see, hear,* and *feel,* in the active voice, and sometimes after *behold, observe, perceive, dare, need, have,* and *help.*

2. After *stop, leave off, commence, continue, keep, abhor, avoid, forbear,* and *help,* participles are generally used instead of infinitives.

3. A participle should not have the construction of a verb and that of a noun or adjective at the same time.

4. Every infinitive and every participle that is not used abstractly should have its proper subject.

5. Every infinitive and every participle should have its proper form and application: one should not be used for the other, nor should either of them be used where a finite verb or a noun would better express the meaning.

6. We should be extremely careful to give the past tense and the perfect participle the forms that are sanctioned by the best authority, and never to use one of them for the other.

7. An infinitive or participle that is used abstractly, though it has no subject, generally retains its object, and enough of the nature of a verb to have adverbs relating to it.

8. An abstract infinitive does not relate to any subject, and sometimes an infinitive that has a subject does not depend on a verb, noun, or adjective, or any other word.

NOTES TO RULE XI.

1. Every preposition should express the relation intended.

2. No unnecessary preposition should be used, nor should any preposition that the sense requires be omitted.

3. A preposition should be placed so near the terms of relation as to prevent ambiguity or inelegance.

NOTES TO RULE XII.

1. Adverbs should be so placed as to express the meaning clearly and elegantly.

2. Double negatives should be avoided, unless we mean to express an affirmation.

3. We should be careful to use such adverbs as the sense requires, and such as are sanctioned by the best authority.

NOTES TO RULE XIII.

1. Correlative connective should be properly adapted to the words with which they are coupled; as, Both—and, either—or, neither—nor, whether—or, though—yet, as—as, as—so, so—as, so—that, such—as, such—that, else—than, other—than, and rather—than. The latter word in each of these pairs is the proper correlative of the former.

2. We should be careful to use such connectives as the sense requires, and such as are sanctioned by the best authority.

NOTES TO RULE XIV.

1. Before adjectives connected to others that describe different persons or things having the same name, *a* or *the* should be repeated, and so should a numeral. But when such adjectives describe the same persons or things, these words should not be repeated.

2. The same expression should not be repeated in such a manner as to produce monotony. But emphatic repetitions, properly used, are very elegant.

NOTES TO RULE XV.

1. Unauthorized innovations like the doubling of the verb *to be* as an auxiliary in the passive voice, as well as obsolete expressions, vulgarisms, puerilities, slang phrases, barbarisms, and the solemn style in familiar discourse, should be avoided.

2. The moods and tenses of verbs, their voices, and their different forms, should be so used as to express our thoughts correctly and elegantly.

3. In familiar discourse, we sometimes contract two short words into one, by omitting some of the letters for the sake of fluency and brevity. We say don't for do not, doesn't for does not, isn't for is not, arn't for are not, wasn't for was not, wern't for were not, haven't for have not, hasn't for has not, hadn't for had not, shan't for shall not, won't for will not, can't for can not, couldn't for could not, wouldn't for would not, and shouldn't for should not; I'm for I am, he's for he is, 'tis for it is, we're for we are, I'll for I will, we'll for we will, I've for I have, etc. In parsing such expressions, supply what is omitted and parse the original words at full length.

SENTENCES CORRECTED.

Mr. S.—I will now present you a few models for correcting sentences, and show you how to apply the rules and notes:

Them that he trusted betrayed him.

Them should be in the nominative case, because it is the subject of the finite verb *trusted;* thus, "*They* that he trusted betrayed him;" according to Rule I.

Who do you see?

Who should be in the objective case, because it is the object of the verb *do see;* thus, "*Whom* do you see?"—Rule II.

Every mans rights must be respected.

Mans is in the possessive case, and should therefore have the proper form; thus, "Every *man's* rights must be respected."—Note 1 to Rule III.

I see Mr. Brown, he that we visited last week.

He should be in the objective case, because it is in apposition with *Mr. Brown*, the object of the verb *see;* thus, "I see Mr. Brown, *him* that we visited last week."—Rule IV.

Is it him?

Him should be in the nominative case, because it is in predication with *it*, the subject of the finite verb *is;* thus, "Is it he?"—Rule IV.

Me being young, they deceived me.

Me should be in the nominative case independent, because its case depends on no other word; thus, "I being young, they deceived me."—Rule V.

The lion was in its den.

Its should be in the masculine gender, because its antecedent *lion* is; thus, "The lion was in *his* den."—Rule VI.

Every nation must govern themselves.

Themselves should be in the singular number, because its antecedent *nation* is singular; thus, "Every nation must govern *itself*."—Rule VI.

Emma, Ruth, or Phebe, left their books here.

Their should be in the singular number, because its antecedents, *Emma*, *Ruth*, and *Phebe*, are singular and are taken separately; thus, "Emma, Ruth, or Phebe, left *her* books here."—Note 3 to Rule VI.

The snow is three foot deep.

Foot should be plural to agree with the adjective *three;* thus, "The snow is three *feet* deep."—Note 1 to Rule VII.

When was you there?

Was should be plural, because its subject *you* is plural; thus, "When *were* you there?"—Rule VIII.

Is Ruth and Mary here?

Is should be plural, because its subjects, *Ruth* and *Mary*, are taken together; thus, "*Are* Ruth and Mary here."—Note 3 to Rule VIII.

James or Charles have torn my book.

Have torn should be singular, because its subjects, *James* and *Charles*, are singular and are taken separately; thus, "James or Charles *has torn* my book."—Note 4 to Rule VIII.*

SENTENCES TO BE CORRECTED.

RULE I.

Them that we cannot trust should be discharged. John and me have finished our task. Thee can see what has been done. Who broke this slate? Him and me. I am as much to blame as him. Why are they better than us?

* See my "Inductive and Progressive English Grammar," pages 260–263.

NOTES TO RULE I.

1. My foes they are gone, and my friends they are here. Friendship, what is it but a name? 2. I was offered fifty dollars. He was denied admittance.

RULE II.

They that have injured me I forgive. Who should I meet but my old friend? He that is idle and disobedient punish or expel. Who did he speak to?

NOTES TO RULE II.

1. I wrote to, and informed them of my misfortune. I saw, and spoke to him. 2. He sat him down. Flee thee away. 3. Whom did you buy that book of? It is a book which I am well pleased with. He spent, every night, all his money.

NOTES TO RULE III.

1. *This is Henrys book. Our fathers house is our's. 2. Who was Cain's and Abel's mother? Adam was Cain, as well as Abel's father. Is this Ruth or Mary's watch? I left the cloth at Brown's, the tailor's. 3. This is my friend's uncle's farm. One of the brothers of my wife is dead. 4. Ask no questions for conscience's sake.

> Why did I write? what sin to me unknown
> Dipped me in ink?—my parents, or my own?

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* The number of each note that is violated is shown by a figure placed before the examples.

RULE IV.

Brown was killed, him that I mentioned before. I have seen your cousins, they that were here last summer. It is me. It was not her; it was him. Whom do you think they are? Who do you take them to be? Was it him or her? Is it me?

RULE V.

Us being poor, our friends neglected us. Him that hath ears to hear, let him hear.

> But him the chieftain of them all,
> His sword hangs rusting on the wall.

RULE VI.

My horse broke its bridle. Don't rob the poor bird of its young. Let every man attend to their own business.

NOTES TO RULE VI.

1. We dispersed the mob and arrested their leader. The committee disagreed in its sentiments. 2. Avoid vanity and affectation: it renders its possessor ridiculous. 3. Neither Ann nor Ida learned their lessons. 4. You and they, as well as I, have done our duty. 5. Charles or Emma broke their slate. You or I must relinquish our claim. 6. Our Father which art in heaven. 7. We can learn from the men and the things which we see. He is the best orator whom I have ever heard. 8. I am verily a man who am a Jew. Are you the girl that were here yesterday? 9. You are a man who loves his country, and who have always been true and faithful. 10. If you help others, they will help

thee. 11. Set one shoe on both of my horses. 12. We perceive the beauty of an object without considering the cause of it.

NOTES TO RULE VII.

1. These kind of indulgences are very dangerous. The wall is sixty rod long. 2. America is illustrious for high trees and tall mountains. 3. He has a new suit of clothes. They are faithful, kind, generous, and honest. 4. A ounce of gold is worth more than an hundred ounces of brass. 5. Speak loud and plain. Use a little wine for thy stomach's sake and thine often infirmities. 6. Gold is heavier than any metal. The sun is the largest of all the planets. She is the better singer of the two. 7. He is the most noblest Roman of them all. 8. He gave the fullest and most sincere proof of the truest friendship.

RULE VIII.

We was slighted. Was you there? Was they invited? A variety of pleasing objects charm the eye. In piety and virtue consist the happiness of man. Thou should love thy neighbor as thyself. Was there more impostors than one?

NOTES TO RULE VIII.

1. A large army were collected. The people elects our officers. 2. Smoking and chewing tobacco are forbidden. 3. Ruth and Emma has recited. Was James and Henry there? 4. He or she are to blame. Wisdom or folly govern us. To lie or to swear are immoral. 5. You or I are deceived. He or they are

to blame. 6. Our Lord and Saviour were crucified between two thieves. 7. You are the boys whom I saw here yesterday, and stole my apples.

NOTES TO RULES IX AND X.

1. You need not to go. Bid them to come in. 2. Have you commenced to build your house? Who can forbear to admire their fidelity? 3. I could not help admiring of them. Is such language becoming a Christian? 4. By reading good books our minds are improved. It is my intention to do my duty. 5. I intend paying all my debts. It is hard going against the current. I believe him to be an impostor. 6. She begun to read. He come here last week. The water is froze and the glass is broke. The moon had rose.

NOTES TO RULE XI.

1. It is founded in truth. He died with a fever. He walks by a cane with moonlight. 2. He was banished England. Tell to me the truth. 3. I came with, and went away without them. You can see how the world goes, with half an eye.

NOTES TO RULE XII.

1. We should be always careful of our reputation. I never have heard him use profane language. 2. No man has never been so afflicted. I cannot, by no means, give my consent. 3. Ask me never so much dowry.

NOTES TO RULE XIII.

1. Have you no other excuse but this? He is neither honest or capable. I am not either an orator nor a poet.

2. We will stay here while they return. I was afraid lest I should give offense. I do not deny but I was imprudent.

RULE XIV.

The more I read his poems, I like them better. We pledge our lives, fortunes, and sacred honor. I have seen the Eastern and Western continent. I caught a large and small fish.

RULE XV.

I set in this chair and learn you grammar. He laid on the bed and I sot by him. Can you grow wheat on your farm? He was awful wrathy, and he gave me a terrible yank. He is as old, if not older than I am. She is a better reader, but not so good a writer as Emma.

NOTES TO RULE XV.

1. The bread is being baked. The meat is being fried. See them birds. These are splendid peaches. 2. It is sewn very neatly. If he have earned his wages, I will pay him. I will go to-morrow, unless it rains. I intended to have gone yesterday. Such language hadn't ought to be made use of. Our early history is lost sight of. 3. I doesn't know. He don't care. She aint here. They wasn't invited. I wan't there. Haint he been here?

CORRECTIONS OF FALSE SYNTAX.

RULE I.

They that we cannot trust.* John and *I*. *Thou* canst see. *He* and *I*. As *he*. Than *we?*

NOTES TO RULE I.

1. My foes are gone, and my friends are here. What is friendship but a name? 2. Fifty dollars were offered *me*. Admittance was denied *him*.

RULE II.

Them that have injured me I forgive. *Whom* should I meet? *Him* that is idle. To *whom* did he speak?

NOTES TO RULE II.

1. I wrote to *them*. I saw *him*. 2. He sat down. Flee away. 3. Of whom did you buy that book? With which I am well pleased. He spent all his money every night.

NOTES TO RULE III.

1. *Henry's* book. Our *father's* house is *ours*. 2. Who was *Cain* and Abel's mother? Adam was *Cain's*, as well as Abel's father. Is this *Ruth's* or Mary's watch? At Brown's, the *tailor*. 3. This farm *belongs* to my friend's *uncle*. One of my *wife's* brothers is dead. 4. For *conscience'* sake. My *parents'*, or my own?

RULE IV.

He that I mentioned before. *Them* that were here. It is *I*. It was not *she;* it was *he*. *Who* do you think they are? *Whom* do you take them to be? Was it *he* or *she?* Is it *I?*

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* In correcting these sentences I have carefully avoided the use of needless words, and only taken enough of each example to make the correction clearly understood. The student or teacher should supply what is omitted, and repeat the whole of each sentence properly corrected.

RULE V.

We being poor. *He* that hath ears to hear. But *he* the chieftain of them all.

RULE VI.

His bridle. *Her* young. *His* own business.

NOTES TO RULE VI.

1. *Its* leader. In *their* sentiments. 2. *They* render *their* possessor ridiculous. 3. *Her* lessons. 4. *Your* duty. 5. Charles broke *his* slate, or Emma broke *hers*. You must relinquish *your* claim, or I must relinquish *mine*. 6. Our Father *who* art in heaven. 7. The men and the things *that* we see. *That* I have ever heard. 8. Who *is* a Jew. That *was* here. 9. And who *has* always been true and faithful. 10. They will help *you*. 11. On *each* of my horses. 12. Without considering the cause of *its beauty*.

NOTES TO RULE VII.

1. *This* kind of indulgences. Sixty *rods* long. 2. America is *famous* for *tall* trees and *high* mountains. 3. He has a suit of *new clothes*. They are faithful, honest, kind, and generous. 4. *An* ounce of gold is worth more than *a* hundred ounces of brass. 5. Speak *loudly* and *plainly*. Thy *frequent* infirmities. 6. Gold is heavier than any *other* metal. The sun is *larger than any* of the planets. She is the *best* singer of the two. 7. He is the noblest Roman. 8. He gave a *full* and *sincere* proof of *true* friendship.

RULE VIII.

We *were* slighted. *Were* you there? *Were* they invited? *Charms* the eye. *Consists*. Thou *shouldst* love. Were there more impostors?

NOTES TO RULE VIII.

1. *Was* collected. *Elect*. 2. *Is* forbidden. 3. *Have* recited. *Were* James and Henry there? 4. *Is* to blame. *Governs* us. *Is* immoral. 5. You are deceived, or I *am*. He *is* to blame, or they are. 6. *Was* crucified. 7. Whom I saw here yesterday, and *who* stole my apples.

NOTES TO RULES IX AND X.

1. You need not go. Bid them come in. 2. Have you commenced *building?* Who can forbear *admiring* their fidelity? 3. Admiring them. Becoming *to* a Christian? 4. By reading good books *we* improve our minds. I *intend* to do my duty. 5. I intend *to pay* all my debts. It is hard *to go* against the current. I believe *that he is* an impostor. 6. She *began*. He *came*. Is *frozen*. Is *broken*. Had *risen*.

NOTES TO RULE XI.

1. It is founded *on* truth. *Of* a fever. He walks *with* a cane *by* moonlight. 2. He was banished *from* England. Tell me the truth. 3. I came with *them*. You can see, with half an eye, how the world goes.

NOTES TO RULE XII.

1. We should *always* be careful. I have *never* heard him. 2. No man has *ever* been so afflicted. I cannot, by *any* means, or I *can*, by no means, give my consent. 3. Ask me *ever* so much dowery.

NOTES TO RULE XIII.

1. Have you no other excuse *than* this? or no excuse but this? He is neither honest *nor* capable. I am *neither* an orator nor a poet. 2. We will stay here *till* they return. I was afraid *that* I should give offense. I do not deny *that* I was imprudent.

RULE XIV.

The better I like them. *Our* fortunes, and *our* sacred honor. The Eastern and *the* Western continent. A large fish and a small *one*.

RULE XV.

I *sit* and *teach*. He *lay* on the bed, and I *sat* by him. Can you *raise* wheat? He was *very angry*, and he gave me a terrible *jerk*. He is as old *as* I am, if not older. She is a better reader *than* Emma, but not so good a writer.

NOTES TO RULE XV.

1. The bread is *baking*. The meat is *frying*. *Those* birds. *Excellent* peaches. 2. It is *sewed*. If he *has* earned his wages. Unless it *rain*. I intended *to go*. Such language ought not to be used. We lose sight of our early history. 3. I *don't* know. He *doesn't* care. She *isn't* here. They *wern't* invited. I *wasn't* there. *Hasn't* he been here?*

* For further exercises in false syntax, and for exercises in analysis, orthography, elocution, punctuation, versification, and the figures of speech, see my "Inductive and Progressive English Grammar."

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Remember, language is a gift divine: –
In all you say, let truth and candor shine.

Ethereal forms, O winged words!
Swift couriers of air,
Carriers of thought, sweet singing birds,
What messages you bear!